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ABSTRACT

Volume 1 of the fall 1997 annual survey tabulates information about each state's assessment program during the 1996-97 school year. This volume contains the survey sent to state assessment directors, which was completed by representatives of all 50 states, and a summary table that lists the types of programs in each state. A list of state assessment directors is also provided. Data tables contain responses in table form, grouped into "General Concerns" and "Special Topics." Volume 2 contains data about program components and an order form. It provides information about the components of the states' assessment programs, grouped into the following categories: (1) "Who Is Assessed, When, and How"; (2) "Assessment Purposes"; (3) "Performance Standards"; (4) "Students with Disabilities Exemptions and Accommodations"; (5) "LEP Students Exemptions and Accommodations"; and (6) "Assessment Results Reporting." (SLD)

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ED 435 635

ANNUAL SURVEY

of State Student Assessment Programs

Volume I

FALL 1997

Data on 1996-97 Statewide Student Assessment Programs

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The Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization composed of the public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major educational issues and expresses their view to civic and professional organizations, federal agencies, Congress, and the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents the chief education administrators, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

The State Education Assessment Center provides a central clearinghouse to improve data acquisition, monitoring, and the assessment of education. The State Collaborative on Assessment and Student Standards (SCASS) was formed to network states and other groups to develop assessment designs, as well as prototype and complete assessment components for a variety of content areas. Projects are taking place in arts education, assessing students with disabilities, comprehensive assessment designs for Goals 2000/IASA Title I, health education, limited-English proficient assessment, science education, social studies, technical guidelines for performance assessment, and workplace readiness. The goal in all of these projects is to encourage the development of higher quality student assessments at lower cost to the states.

The Council also supports the Association of State Assessment Programs (ASAP), an informal network of state assessment staff, in order to provide direct assistance to the states.

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ANNUAL SURVEY
of State Student Assessment Programs

Volume I

FALL 1997

Data on 1996-97 Statewide Student Assessment Programs

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PREFACE

This is the sixth edition of the *Annual Survey of State Student Assessment Programs, Fall 1997,* an exclusive product of the Council of Chief State School Officers (CCSSO). This is the first year that CCSSO has conducted the survey on its own. The survey will continue in the future under the direction of CCSSO, with new partners, since the annual survey remains the single best source for information about statewide student assessment programs and its contents are comprehensive, accurate and up-to-date.

This document tabulates extensive and detailed information about each state's assessment program(s). It is based on surveys conducted in the past for the Association of State Assessment Programs (ASAP) by its chair, Edward Roeber. This year's survey was extensively revised by an advisory committee put together by CCSSO, and the surveys were mailed to states in September, 1997. States were asked to describe the assessment program(s) they operated during the 1996-97 school year. Surveys were received from October 1997 through January 1998. Between December 1997 and February 1998, each assessment director received a copy of his or her state's information for editorial review and updates. These changes were made and the final tables, tabulations of results, and all charts and graphs used to display the results were prepared by the Survey Manager.

Most commonly, each question in the survey produced one data table, sometimes more. Some questions generated simple numeric categorical responses, while others were open-ended and sometimes generated very extensive text. Still other questions required textual explanation of simpler classifications. Searching for specific information in this kind of structure can be difficult. We strongly urge the user to begin by studying the survey form included, beginning on page one. When it is appropriate, this document provides bottom marginal entries that may contain frequency, count, or average data, as appropriate

This edition plus the prior five provide a rich lode of information on the status of and trends in state assessment practice. A companion document, *Trends in Statewide Student Assessment Programs, Fall 1997,* is available from CCSSO. The data are also available in electronic form. An order form is found at the back of this document. Selected and updated information from the database and these documents is available at CCSSO's World Wide Web site (http://www.ccsso.org).

A document of this size and scope could not be produced without considerable help. First, we extend our gratitude to all fifty state assessment directors, who completed the lengthy survey that produced the data reported here. They also responded to our nagging and inability to understand at times their handwriting or their responses. To Deborah Roeber goes the credit for assuring that all fifty states responded.

Please feel free to contact CCSSO if you have any questions about this document, state assessment programs, or other questions.

Ed Roeber
Selena Connealy
CCSSO

Linda Bond
CTB/McGraw-Hill

1997 State Student Assessment Program Annual Survey

Council of Chief State School Officers

This survey is used by state education agency staff, policy makers, and researchers to describe and understand statewide assessment practices and track assessment program trends. Please note that although some of the questions are the same as in last year's survey, this survey has been revised thanks to the Advisory Committee and others.

Please complete the 1997 SSAP survey considering the status of your assessment program(s) as of *August, 1997* (the end of the 1996-97 school year). We expect to have complete results from every state. If we do not understand some of your responses to the survey, we will contact you for clarification.

In addition to this blank survey form, you should have received a typescript of the survey questions including your responses to last year's survey for questions that have not been changed. You may respond on this blank survey form or edit last year's responses on the typescript *using red ink*, whichever is easier for you. If you would prefer to receive the survey on diskette in the format of your choice, please contact Selena Connealy at acintern@ccsso.org or call (202) 336-7076.

If you have any questions about how to fill out this survey, please call or fax Ed Roeber at (517) 347-1145 or e-mail him at edroeber@aol.com.

Please return the completed survey before **October 15, 1997** to:

SSAP Survey
c/o Ed Roeber
Council of Chief State School Officers
1664 Algoma Drive
Okemos, MI 48864-4059

(517) 347-1145

After we have entered your responses into the database, you will, as in the past, receive a draft copy for your final approval in December. You will have two weeks to respond to the draft. Surveys that are returned on time will be included in a preliminary report at the Council of Chief State School Officer's meeting in mid-November. We also plan to present some preliminary results at the ASAP conference in January, with formal publication later in the year.

Directions

Some aspects of the survey have changed this year, so please review these directions carefully before completing the survey:

1. The survey is structured in three parts as it has been in the past:

   - Part 1: General questions pertaining to the entire state assessment program.
   - Part 2: Questions about specific topics about your state assessment program, such as performance assessment or IASA Title I.
   - Part 3: Questions pertaining to specific aspects of each assessment component within your state assessment program.

   Several questions within each section of the survey are new or have changed from last year.

2. Before you start completing the survey, please determine the *assessment components* that you will describe in Part 3. For purposes of this survey, a component is an assessment or set of assessments that meet one or two criteria:

   - A component may be an assessment or assessments that use a similar assessment *strategy*, e.g., a norm-referenced test; or
   - A component may be a set of assessments of different or similar types that share a common *purpose*, e.g., a mathematics and reading high school graduation test.

   Generally, different subjects within a type of test or purpose do not meet these criteria and should be described within one component. You will receive the components that were described for your state last year in the typescript. Therefore, the only component-level changes in the survey from last year would probably be the deletion of a component not used in 1996-97 or the addition of a new component added in 1996-97. *Please make photocopies as necessary and fill out Part 3 for each component. In this way, we are better able to understand your responses and make the data entry easier to complete.*

3. *Please refer to the Glossary of Terms at the end of the blank survey for the definitions of terms used in this survey. Please use these terms and their definitions in completing the survey, as different states may use these terms differently.* This will aid in the cross-state comparisons of state assessment activities.

4. You may use either the typescript provided or the blank survey, or both, to complete your responses. The typescript provides the answers given last year to the same or similar questions. Please make sure the response still fits the question this year. Respond to new questions either on the typescript or the blank survey. Please use red ink to update the typescript.

5. When you attach materials, please write on the attachment the question(s) to which the attachment pertain and the section(s)/page(s) within it that are most pertinent. Record this information in the response section to the question(s) as well.

1997 Fall SSAP Survey

State Assessment Director	Person Completing Survey
Title	Title
Address	Address
City State Zip	City State Zip
Telephone Fax	Telephone Fax
email	email

PART I GENERAL PROGRAM OVERVIEW

revised 1.1 Briefly describe the overall state assessment program as it existed in 1996-97. Please list each assessment component that will be described in Part 3. For each component, describe: which students were assessed, what type(s) of measures were used and in which subject areas, and for what purposes/how results were used. Please attach your state assessment handbook, or if your state does not have one, a copy of the state law which specifies how testing must be implemented. Use an extra sheet of paper if you need more space to write your response.

1.2 What important changes, additions, or deletions occurred in your state's assessment program during 1996-97? Explain each change, addition, or deletion and who initiated them. (Check "No significant changes" if there were none.)

☐ Governor ______________________________

☐ State Board of Education ______________________________

☐ Legislature ______________________________

☐ Courts ______________________________

☐ State Department of Education ______________________________

☐ Other (Please Specify:) ______________________________

☐ No Significant Changes

revised 1.3 How has your state used NAEP materials/results? (Check all that apply)

☐ Used NAEP frameworks when developing state content standards.
☐ Have used NAEP sample items for professional development with teachers on assessment.
☐ Have shared summaries of the results with various audiences to inform them of the level of student performance at the state and national levels.
☐ Used the results for curriculum planning at the state or local levels.
☐ Other (Please specify): ______________________________
☐ Have not used NAEP materials/results.

revised 1.4 Does your state have a requirement that local districts or schools operate their own assessment program(s)?

☐ Yes ☐ No

If Yes, does the state receive the results from school districts?

☐ Yes ☐ No

1.5 What assessment projects, if any, does your state have under development or plan for the next two years (September, 1997 to August, 1999)? Please describe each project briefly.

____

____

____

revised 1.6 Has your state developed materials for use with any of the listed groups for *assessment program publicity, explanation, or training*? (Publicity = brief description of assessment program, Explanation = build greater knowledge about assessment programs, purposes and uses, Training = in-depth information about assessment administration, interpretation, reporting, or use)

Directions Please complete the following grid by coding the appropriate numbers in each cell to indicate the types and purposes of the materials. For example, a 1RE in the Parents row under the explanation column indicates an explanatory piece provided by the state to all parents on a routine basis.

☐ No materials were prepared

Audience	Publicity	Explanation	Training
Parents			
Students			
Teachers			
Local Administrators			
Local School Boards			
News Media			
Legislators			
Higher Education/ Preservice			
Teachers Unions			
Business Organizations			
Other (specify):			

Material Type Codes
1=Print Information is presented through printed materials
2=Video Information is presented on videotape or videodisc
3=TV Broadcast Information is presented through live or taped presentations that are broadcast to audiences
4=Software Computer software designed to read or interpret, or display test results

Dissemination Codes
UR=Materials or information are made available upon request
RB=Materials or information are sent to audience on routine basis
WS=Materials or information are disseminated through state workshops or other presentations

1.7 What kind of professional development did your state provide to teachers about your statewide assessment program (e.g., a series of workshops about using and reporting assessment results)? Please describe the content and presentation format. (If you have more than one response, please use another piece of paper.) If you have not developed such professional development programs, please check "None Provided."

Content: ____

____

Format: ____

____

☐ None Provided

revised 1.8 With respect to **content standards**, at what stage of development is your state in each of the following subject areas?

Status
1 = Planned
2 = In Development
3 = Completed
4 = Being Revised
0 = Not Planned at This Time

Subject Area	Status
English/ Language Arts	
Reading	
Writing	
Mathematics	
Science	
Social Studies	
Civics/ Government	
Geography	
History	
Arts	
Health Education	
Physical Education	
Foreign Language	
Employability Skill	
Technology	
Other (specify)	

revised 1.9 Indicate the total number of regular education, students with disabilities (students that have an IEP or Section 504 plan), limited-English proficient (LEP), and migrant students who are eligible to be assessed (are enrolled at the grades at which you test or are considered to be at an age eligible to be tested), with or without accommodations.

Complete this table only for the grades at which you test students. Please enter "NA" in any space for which the number of students is not currently available.

Number of Students Eligible to be Tested

Grade	Regular Ed.	Special Ed.	LEP	Migrant
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

1.10 Counting only permanent SEA employees assigned to your state's *assessment unit*, how many full-time equivalents (FTE's) worked on the assessment programs described in this survey, plus any related development projects, during 1996-97?

Professional FTE's ___________

Support FTE's ___________

1.11 Indicate the total budget for 1996-97 administration of the assessment programs described in this survey, plus any related developmental projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.

Total Expenditures $__________

Part 2 Special Topics

Each year, special topics are selected for you to complete. These relate to all assessment components in your assessment program.

Section 1 Non-Traditional Assessment

2.1.1 Has your state developed or does it plan to develop any items other than single-choice multiple-choice items?

☐ Yes ☐ No

If yes, please complete the grid below. See the legend below the grid for exercise types, grades, status, and availability options. *Please check the glossary at the end for definitions of terms.*

Subject	Exercise Types	Grades	Status*	Availability
Mathematics				
Reading				
Writing				
Other L.A.				
Science				
Social Studies				
Civics/ Gov't				
Economics				
Geography				
History				
Health Educ				
Phys. Educ.				
Dance				
Music				
Theater				
Visual Arts				
Foreign Lang				
Employ Skills				
Career/Voc. Education				
Other (Specify)				

Exercise Types
1=Multiple-choice, multiple correct answer
2=Multiple-choice, with student explanation
3=Short answer
4=Extended response
5=Observation
6=Hands-on performance assess. (individual or group)
7=Portfolios or learning record
8=Projects, exhibitions, or demonstrations
9=Computer-adaptive assessment
10=Gridded response
11=Other

Grades
P=Preschool
K=Kindergarten
1-12=Grade

Status*
1=Plan to develop
2=Funded, not started
3=Begun development
4=Completed development
5=Piloted, being refined
6=Ready for use

Availability
1=Not available/secured
2=May be examined, but not used
3=All are available
4=Some are available
5=All available after use
6=Some available after use
7=In use

*Mark the number that indicates the furthest you have gone in each subject area as of August 31, 1997.

Section 2 IASA Title I Assessment and Evaluation

new 2.2.1 What was your 1996-97 plan for IASA Title I assessment and evaluation? What measures were used?

new 2.2.2 Was the 1996-97 plan for IASA Title I assessment and evaluation your Final Assessment Plan?

☐ Yes ☐ No

If No, how does this compare to your Final Assessment Plan for IASA Title I? What specific measures do you plan to use in your Final Assessment Plan?

new 2.2.3 What work remains to be done to complete the Final Assessment Plan?

new 2.2.4 What is the status of your state's final Title I assessment/evaluation plans?

☐ Still under discussion
☐ Developed by staff, but not approved
☐ Approved by state, but not submitted to USED
☐ Submitted to USED

new 2.2.5 Does your state have a definition of **adequate yearly progress** for Title I purposes?

☐ Yes ☐ No

If Yes, is this the definition you plan to use with your final assessment plan?

☐ Yes ☐ No ☐ Undecided

If Yes, please briefly describe the definition:

____

____

new 2.2.6 With respect to **student performance standards**, at what stage of the development process is your state in the following academic subjects?

Status
1 = Planned
2 = In Development
3 = Completed
4 = Being Revised
0 = Not Planned at This Time

Subject Area	Status
English/ Language Arts	
Reading	
Writing	
Mathematics	
Science	
Social Studies	
Civics/ Government	
Geography	
History	
Arts	
Health Education	
Physical Education	
Foreign Language	
Employability Skill	
Technology	
Other (specify)	

new 2.2.7 Briefly describe the process your state used to create the content standards, the performance standards and the assessments. **Please describe the sequence in which content standards, performance standards, and assessments were developed.**

new 2.2.8 What process or procedures have you used to assure that your content standards, assessments, and performance standards are **aligned**?

new 2.2.9 What assessments, if any, do you plan to use at the primary level (grades K-3) for IASA Title I assessment and evaluation in your Final Assessment Plan?

Section 4 Technology Used in Assessment

new 2.4.1 Does your state use any technology in administering the assessment, collecting students' responses, scoring students' responses, or reporting the results of your state assessment program?

☐ Yes ☐ No

If Yes, what technology do you use?

Test Administration

Collecting Students' Responses

Scoring Student Responses

Reporting Assessment Results

Part 3 Program Components

In this part of the survey, we ask you questions regarding each component of your state assessment program in detail.

We request that you complete one copy of Part 3 for each component in your assessment program. Please copy this section and fill out Part 3 for each component. In this way, we are better able to understand your responses and make the data entry easier to complete.

For purposes of this survey, a component is an assessment or set of assessments that meet one of the following two criteria:

1. A component may be an assessment or assessments that use a similar assessment *strategy*, e.g., a norm-referenced test; *or*
2. A component may be a set of assessments of different or similar types that share a common *purpose*, e.g., a mathematics and reading high school graduation test.

Generally, different subjects within a type of test or purpose do not meet these criteria and should be described within one component. You will receive the components that were described for your state last year in the typescript. Therefore, the only component-level changes in the survey from last year would probably be the deletion of a component not used in 1996-97 or the addition of a new component in 1996-97. Several questions within each section are new or have changed from last year, so please check to see that your answer still matches the question asked.

3.0 Name of Component ______________________________

Contact Person ______________________________

Telephone ____________________ E-Mail ____________________

Section 1 Who is Assessed, When and How

3.1.1 Use one of the following tables for each subject area assessed in this component to indicate the number of students who were assessed in this component at each grade level. Then out of each total listed, identify the number of test takers who were identified as students with disabilities (students with either an IEP or Section 504 plan) or LEP students.

Please include both students who took the test under standard conditions and those who were offered testing accommodations. If the number of students with disabilities or LEP students is not known, please write 'NA' in that cell.

Example: A third grade reading test was taken by 25,000 students. Out of that number, 2000 of the test takers were classified as students with disabilities, and 300 were identified as being LEP students.

Subject : Reading

Grade Level Tested	**Total Number of Students Tested**	**No. of Students w/ Disabilities Tested**	**Number of LEP Students Tested**
3	25,000	2,000	300

Information for September 1996 to August 1997

Subject ____

Grade Level Tested	Total Number of Students Tested	No. of Students w/ Disabilities Tested	Number of LEP Students Tested
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Subject ____

Grade Level Tested	Total Number of Students Tested	No. of Students w/ Disabilities Tested	Number of LEP Students Tested
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Information for September 1996 to August 1997

Subject ____

Grade Level Tested	Total Number of Students Tested	No. of Students w/ Disabilities Tested	Number of LEP Students Tested
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Subject ____

Grade Level Tested	Total Number of Students Tested	No. of Students w/ Disabilities Tested	Number of LEP Students Tested
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Information for September 1996 to August 1997

Subject ______________________________________

Grade Level Tested	Total Number of Students Tested	No. of Students w/ Disabilities Tested	Number of LEP Students Tested
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

3.1.2 Were students allowed to retake any assessments in this component?

☐ Yes ☐ No

new 3.1.3 What percentage of the test items used in this component are changed each year?

____

3.1.4 In what year was the conceptual design for this assessment component most recently revised substantially? If it has not been revised substantially, please write "NA."

School Year (e.g., 1996-97) ______________________

How was it revised? ____

____

new 3.1.5 When were the assessments in this component administered to students and results returned to school districts?

Month(s) Administered	**Month(s)** Results Returned

3.1.6 Are there any changes that you foresee in the next year (September, 1997 to August, 1998) in this component? If so, who is initiating them and what are they? Mark each source of change and describe the change.

☐ Governor ______________________________

____

☐ State Board of Education ______________________________

____

☐ Legislature ______________________________

____

☐ Courts ______________________________

____

☐ State Department of Education ______________________________

____

☐ Other (Please Specify:) ______________________________

____

☐ No Significant Changes Expected

new 3.1.7 Is this component used to define Adequate Yearly Progress for schools or LEAs?

☐ Yes ☐ No

If yes, is this component being used to identify schools in need of improvement for Title I purposes?

Transitional Plan	☐ Yes	☐ No	☐ Undecided
Final Plan	☐ Yes	☐ No	☐ Undecided

revised 3.1.8 Please identify which groups of students at the designated grades were assessed in this component, the type(s) of measures used, the types of items contained in those measures, and how the assessment items were given to students.

Please complete the grid below. See the legend below the grid for the options. Check the glossary at the end for definitions of terms.

Subject	Student Groups	Test Types	Item Types	Assessment Administration
Mathematics				
Reading				
Writing				
Other L.A.				
Science				
Social Studies				
Civics				
Economics				
Geography				
History				
Health Ed.				
Phys. Ed.				
Dance				
Music				
Theatre				
Visual Arts				
Foreign Lang.				
Employ. Skills				
Career/ Voc. Ed.				
Other (Specify)				

Student Groups
1=All Students Statewide
2=Students sampled by district
3=Students sampled by school
4=Students sampled by classrm
5=Individual student sampling
6=Voluntary at district level
7=Voluntary at school level
8=Voluntary at student level

Test Types
1=Norm-referenced test
2=Criterion-referenced test
3=Writing assessment
4=Performance assessment
5=Portfolios
6=Other

Item Types
1=Multiple-choice, single correct answer
2=Multiple-choice, multiple correct answer
3=Multiple-choice, with student explanation
4=Fill in the blank or cloze
5=Short answer
6=Extended Response
7=Observation
8=Examples of student work
9=Individual hands-on performance tasks
10=Group hands-on performance tasks
11=Projects, exhibitions, or demonstrations
12=Computer adaptive items
13=Gridded
14=Other

Assess. Admin.
1=All students take common test
2=Multiple forms with common items (anchor)
3=Multiple forms with no common items

Please describe any of the "Other" responses given above: ______________________________

new 3.1.9 Did students work in collaborative groups during testing on any subjects assessed in this component?

☐ Yes ☐ No

If Yes, what subjects used group work? (Mark all that apply.)

☐ Science

☐ Writing

☐ Other Language Arts

☐ Any Other Subject (please specify): ____________________

If Yes, what work was scored? (Mark all that apply.)

☐ Group work was scored.

☐ Individual work was scored.

revised 3.1.10 Were students allowed to use calculators during testing on any subject assessed in this component?

☐ Yes ☐ No

A. If Yes, which of the following best characterizes the use of calculators on the assessments used in this component?

☐ Students were allowed to use calculators that they supplied.

☐ Students used the calculators that the school supplies for instruction..

☐ Students used calculators supplied with the test materials and that were collected afterwards.

B. Were there any sections of the test that students were not permitted to use the calculator?

☐ Yes ☐ No

C. Were there any items on the assessment that are "calculator-dependent" (that is, very difficult or impossible to answer without a calculator)?

☐ Yes ☐ No

new 3.1.11 Were any manipulatives (e.g., paper rulers) provided to students on any subjects assessed in this component?

☐ Yes ☐ No

B. If Yes, which manipulatives were provided?____

revised 3.1.12 Did this component include assessments produced by or with the assistance of external contractors?

☐ Yes ☐ No

If Yes, what kind of assessments are they and what is the assessment name(s) and contractor?

☐ Off-the-shelf (Please specify) ____
☐ Customized off-the-shelf (Please specify) ____________________________________
☐ Built from commercial item banks (Name) ____________________________________
☐ Custom developed ____

External Contractor ____

SEA Contract Manager ____

Section 2 Assessment Purposes

3.2.1 Were assessment results from this component used for **instructional** purposes?

☐ Yes ☐ No

If yes, check each purpose and briefly describe who uses the results and how they are applied:

☐ Student diagnosis ____
☐ Student placement ____
☐ Individual student instructional planning _____________________________
☐ Improvement of instruction for groups of students _______________________
☐ Curriculum planning at the school/district level ________________________
☐ Program evaluation (e.g., Title I) _____________________________________
☐ Identification of students at risk _____________________________________
☐ Professional development ____
☐ Other (Please specify:) ____

3.2.2 Were assessment results from this component used for **student accountability** purposes?

☐ Yes ☐ No

If yes, check each purpose and briefly describe who uses the results and how they were applied:

☐ Student non-monetary awards/
recognition (e.g., certificates) ____
☐ Student financial awards or scholarships __________________________________

☐ Student promotion/retention ______
☐ Honors high school diploma ______
☐ Endorsed high school diploma ______
☐ High school graduation (exit requirement) ______
☐ Other (Please specify:) ______

3.2.3 Were assessment results from this component used for **school accountability** purposes?

☐ Yes ☐ No

If yes, check each purpose and briefly describe who uses the results and how they are applied:
☐ School non-monetary awards/ recognition (e.g., certificates) ______
☐ School monetary awards ______
☐ Exempt school from regulations ______
☐ School accreditation ______
☐ School performance reporting (e.g., school report cards) ______
☐ High school skills guarantee ______
☐ Provide additional assistance to schools (e.g., Title I) ______

☐ Provide additional financial resources to low-performing schools ______
☐ Give warnings to schools ______
☐ Put schools on probation/watch lists ______
☐ School monetary penalties ______
☐ Take over schools ______
☐ Dissolve schools ______
☐ Other (Please specify:) ______

3.2.4 Were assessment results from this assessment used for **staff accountability** purposes?

☐ Yes ☐ No

If Yes, check each purpose and briefly describe who uses the results and how they were applied:
☐ Staff non-monetary awards/ recognition (e.g., certificates) ______
☐ Staff monetary awards (e.g., one-time bonuses) ______
☐ Staff salary increases (i.e., merit pay) ______
☐ Staff monetary penalties ______
☐ Staff evaluation or certification ______
☐ Staff dismissal ______
☐ Other (Please specify:) ______

Part 3 Performance Standards

3.3.1 Have student or school performance standards been set for this component?

Student ☐ Yes ☐ No
School ☐ Yes ☐ No

3.3.2 What procedures did your state use to set performance standards indicated in 3.3.1 for this assessment component?

____

____

new 3.3.3 Are there any plans to change, review, or validate the performance standards set for this assessment component?

☐ Yes ☐ No

If Yes, how do you plan to change, review, or validate the performance standards?

____

3.3.4 How many levels of **student** performance have been set for this assessment component? Indicate the names, definitions, and score levels assigned to each level:

Performance Level	Definition	Range of Scores Assigned

3.3.5 Circle the level of student performance in 3.3.4 that corresponds to the **lowest or minimum level of acceptable performance**.

What percentage of students were at or above this level in each assessment used in this component during 1996-97?

Assessment	Percent Proficient/Above

new 3.3.6 How many levels of **school** performance have been set for this assessment component? Indicate the names, definitions, and score levels assigned to each level:

Performance Level	Definition	Range of Scores Assigned
________________	________________	____________________
________________	________________	____________________
________________	________________	____________________
________________	________________	____________________
________________	________________	____________________
________________	________________	____________________

new 3.3.7 Circle the level of school performance in 3.3.6 that corresponds to the **lowest or minimum level of acceptable performance**.

What percentage of schools are at or above this level? ________________________

Part 4 Students with Disabilities (Students with an IEP or Section 504 Plan) - Exemptions and Accommodations

revised 3.4.1 Are schools allowed to exempt students with disabilities (with an IEP or Section 504 Plan) from the assessments in this component?

☐ Yes ☐ No

If yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Criteria	State	Local
Type or severity of disability	☐	☐
Time spent in special education settings or programs	☐	☐
Alignment of student's instructional goals and test content	☐	☐
Coursework completed in regular education settings	☐	☐
Other (please specify): __________________________	☐	☐

If yes, who makes the decision?

☐ IEP Committee
☐ Parents alone
☐ Other (Please specify): ____

revised 3.4.2 Were schools permitted to offer accommodations to students with disabilities (with an IEP or Section 504 Plan) on the assessments used for this component?

☐ Yes ☐ No

If yes, what kind? Check all that apply.

Presentation Format
- ☐ Oral reading of questions
- ☐ Braille edition
- ☐ Use of magnifying glass
- ☐ Large-print editions
- ☐ Oral reading of directions
- ☐ Signing of directions
- ☐ Audiotaped directions or questions
- ☐ Repeating of directions
- ☐ Interpretation of directions
- ☐ Templates to reduce visual field
- ☐ Short segment testing booklets
- ☐ Other (Please specify) ___________

Response Format
- ☐ Mark responses in booklet
- ☐ Use template for recording answers
- ☐ Point to response
- ☐ Use sign language
- ☐ Use typewriter/computer/word processor
- ☐ Use of Braille writer
- ☐ Use of scribe
- ☐ Answers recorded on audiotape
- ☐ Other (Please specify): ___________

Setting
- ☐ Alone, in a study carrel
- ☐ Individual administration
- ☐ In small groups
- ☐ At home, with appropriate supervision
- ☐ In special education classes
- ☐ Separate room
- ☐ Other (Please specify): ___________

Timing/Scheduling
- ☐ Extended testing time (same day)
- ☐ More breaks
- ☐ Extending sessions over multiple days
- ☐ Altered time of day that test is administered
- ☐ Other (Please specify:)

Other Accommodations
- ☐ Out-of-level testing
- ☐ Use of word lists/dictionaries
- ☐ Use of spell checkers
- ☐ Other (Please specify): ___________

3.4.3 Were alternate assessments (assessments that replace the regular ones) available for students for whom the regular assessment, even with accommodations, was not appropriate?

☐ Yes ☐ No

If Yes, please describe ____

____

new 3.4.4 How were scores from the students with disabilities reported for the assessments used in this component? Check all that apply.

☐ Not reported.
☐ Reported to schools or districts, but not publicly reported.
☐ Reported publicly in separate reports giving performance of students with disabilities only.
☐ Included in the overall reports with no differentiation between general education students and students with disabilities.
☐ Included in the regular reports, but differentiated in a separate section on those reports from the results of general education students.

Part 5 LEP Students - Exemptions and Accommodations

Please attach your state policy for any exemptions and or/accommodations that are permitted or give page numbers from the assessment handbook where these policies can be found.

revised 3.5.1 Are schools allowed to exempt LEP students from the assessments in this component?

☐ Yes ☐ No

If Yes, mark the exemption criteria and whether the criteria are state- or locally-developed:

Criteria Definition of the Measure	State	Local
Time in U.S. ____________	☐	☐
Time in ESL Program ____________	☐	☐
Formal assessment of English ____________	☐	☐
Informal assessment of English ____________	☐	☐
Formal oral language proficiency ____________	☐	☐
Informal oral language proficiency ____________	☐	☐
Other (Please specify): ____________	☐	☐

If yes, who makes the decision?

☐ Local Committee (Specify types of members:) ____________
☐ School or district officials (Specify:) ____________
☐ Parents alone
☐ Other (Please specify): ____________

revised 3.5.2 Were schools permitted to offer accommodations to LEP students on the assessments used for this component?

☐ Yes ☐ No

If yes, what kind?

Presentation Format

☐ Repeating of directions
☐ Explanation of directions
☐ Oral reading of questions in English
☐ Oral reading of questions in the native language
☐ Person familiar to student administers the test
☐ Translation of directions
☐ Translation of test into native language
What languages? ____________________
☐ Other (Please specify:) ____________________

Response Format

☐ Allow student to respond in native language to English questions
☐ Other (Please specify:) ____________________

Setting

☐ Alone, in study carrel
☐ Administer test in separate room
☐ With small groups
☐ Other (Please specify:) ________________

Timing/Scheduling

☐ Extended testing time (same day)
☐ More breaks
☐ Extending sessions over multiple days
☐ Other (Please specify:) ________________

Other Accommodations

☐ Out-of-level testing
☐ Use of word lists/dictionaries
☐ Other (Please specify:) ________________

3.5.3 Were alternate assessments (assessments that replace the regular ones) available for LEP students for whom the regular assessment, even with accommodations, was not appropriate?

☐ Yes ☐ No

If Yes, please describe ____

____

____

new 3.5.4 How were scores from the LEP students reported for the assessments used in this component?

☐ Not reported
☐ Reported to schools or districts, but not publicly reported
☐ Reported publicly in separate reports giving performance of LEP students only.
☐ Included in the overall reports with no differentiation between general education and LEP students.
☐ Included in the regular reports, but differentiated in a separate section on those reports from the results of general education students.

Part 6 Assessment Reporting

3.6.1 Were scores from this assessment reported with reference to norms?

☐ Yes ☐ No

If yes, what norms were used to report the scores?

☐ National
☐ State
☐ Regional
☐ Local
☐ Community type (e.g., urban)
☐ Other (Please specify:) ______________________________

revised 3.6.2 Were the assessments used in this component linked to the NAEP assessments in any of the following ways?

☐ State results compared to NAEP results (e.g., the percent passing each test).
☐ State test results were linked to the NAEP results.
☐ State tests were linked to the NAEP scales.
☐ State tests/results were not linked to NAEP.

3.6.3 At which of the following levels are assessment results summarized and who receives these results? Check all that apply

Recipients of Reports

Levels at which results are summarized	**School Building**	**School District**	**SEA**
Individual Student			
Parent Summary			
Classroom Summary			
Grade Summary			
School Summary			
District Summary			
State Summary			

3.6.4 How are the data produced by the assessments used in this component disaggregated for reporting, and who receives these reports? Check all that apply.

Recipients of Reports

Types of Disaggregation	**School**	**District**	**State**
Gender			
Race			
Free/Reduced Lunch			
Title I Eligible			
Parent Education			
Students with IEP			
Language Status			
Migrant Status			

new 3.6.5 Do you report individual student results to parents in languages other than English?

☐ Yes ☐ No

If Yes, in what other languages do you report individual student results to parents?

____

____

Glossary of Terms for Use in Completing the Annual Survey

Academic content standards Academic statements of what students should know and be able to do in specific subjects or across several subjects. When set by states, these statements tend to be general and less concrete.

Adequate Yearly Progress The level of satisfactory progress defined by the state for local school districts and schools for the assessment(s) used in the state's IASA Title I assessment and evaluation plan. Schools failing to meet this level of improvement are selected for state "improvement" activities.

Alternate assessment (special education) An assessment procedure that is developed for use with students with disabilities (students with an IEP or Section 504 Plan) who can not take part in a regular assessment, even with accommodations

Assessment frameworks One mechanism for linking learner standards or content standards to the assessment. These frameworks provide sufficient guidance to assessment developers to ensure that the assessments measure the content standards appropriately.

Cloze procedure A kind of assessment item that uses any of a variety of fill-in-the-blank procedures where the blank is embedded in a textual context.

Component A set of assessments that are of a similar format and/or is used for the same purpose. Part 3 of the survey describes a state's assessment program at the component level.

Computer-adaptive assessment Any assessment that requires the student to respond to the assessment items or tasks with the aid of a computer with software that selects the next problem or task based on the student's prior responses.

Content standards Academic statements of what students should know and be able to do in specific subjects or across several subjects. When set by states, these statements tend to be general and less concrete.

Criterion-referenced test An assessment on which the student's performance is compared to a standard or an objective, and the score indicates the extent to which the student achieved the standard or set of objectives.

Curriculum frameworks One mechanism for linking learner standards or content standards and state goals. These frameworks provide sufficient guidance to curriculum developers and teachers to ensure that curriculum and instruction drive towards the state goals while assuring that content standards are met.

Demonstration A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

Exhibition A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

Extended response Any prompt that requires the student to produce a lengthy written response, such as an essay or a laboratory report.

FTE Full-time equivalent or the equivalent number of full-time persons.

Final IASA Title I assessment plan The final plan to assess student and school performance required of the Improving America's School Act (IASA) Title I that states must submit and have in place by the 2000-2001 school year.

Gridded response item An item where a student grids in a response into a numeric grid so that the response can be machine scored.

Hands-on performance assessment (individual or group) Any assessment that requires students to perform (in a way that can be observed) an assessment task by themselves or in a group. For example, students may be asked to conduct a laboratory experiment or carry out a community service project and write up the results. The difference between a hands-on performance assessment and an extended-response prompt is that the quality of the performance of the laboratory experiment or community service project is being assessed, rather than the quality of the writing.

Interview An assessment technique where the student responds verbally to questions posed by an assessor.

LEA Local education agency or local school district

Learner standards Academic statements of what students should know and be able to do in specific subjects or across several subjects. When set by states, these statements tend to be general and less concrete.

Multiple-choice item A test item in which students are given several choices and are asked to pick one correct response.

Multiple-choice, multiple-correct item A multiple-choice item with more than one correct response.

Multiple-choice item, with student explanation A test item in which students are given several choices and are asked to pick one correct response, followed by a constructed-response item in which students provide a rationale or explanation for the answer they chose.

Non-traditional test item Any assessment activity other than a multiple-choice from which a student selects one correct answer. These items or performances are often scored or rated using an agreed-upon set of criteria that may take the form of a scoring guide, a scoring rubric, or a comparison to benchmark papers or performances.

Norm-referenced test A test on which a student's score is compared to the performance of a norm group, and the score indicates the proportion of students in the norm group that the student out-scored.

Performance assessment Any assessment item in which students produce an answer, rather than select one.

Performance standards A set of statements about how well students need to be able to perform on a set of content standards in order to meet pre-defined specified levels of expected performance.

Portfolio An accumulation of a student's work over time that demonstrates the student's best performance, typical performance, and/or growth in performance.

Project A complex task over time that requires the demonstration of the mastery of a variety of desired standards, each with its own performance criteria.

SEA State education agency

Short answer Any item or task that requires the production of a short written response on the part of the respondent. Most often, there is a single right answer (for example, a fill-in-the-blank or short written response to a question).

State goals Statements that specify desired or valued expectations for students, schools, or school systems. They do not say what students should know or what schools should do. They do detail the end-points of the educational enterprise. An example would be: All people of this state will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

Student expectations Statements that specify what students should know or be able to do. When set by states, these statements tend to be general and less concrete.

Transitional Title I Assessment Plan The IASA Title I assessment and evaluation plan that states may use between 1995-96 and 2000-2001 (or earlier) school years to assess the impact of IASA Title I programs on students on an interim basis prior to completion of their final assessment and evaluation plan.

Summary Table: Statewide Student Assessment Programs, School Year 1996-97

		Grades													Subject								Test Type					Item Type						Testing Program Purposes										
ST	# COM	Kg	1	2	3	4	5	6	7	8	9	10	11	12	LA	R	W	M	Sc	SS	Voc	Apl	NRT	CRT	WA	Per	Prt	MC	SWR	EWR	PT	ESW	Pri	StD	Imp	PE	SIP	HD	ED	HSG	ScA	SPR	HSk	Acr
AK	2	-	-	-	-	A	A	-	A	A	-	A	A	-	A	A	A	A	A	-	-	-	A	-	A	-	-	A	-	A	-	-	-	Y	Y	-	-	-	-	-	-	Y	-	-
AL	5	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	-	L	A	A	A	A	-	A	-	A	A	-	-	Y	Y	Y	-	-	-	Y	-	Y	-	-
AR	2	-	-	-	-	-	A	-	A	-	-	A	A	-	A	A	A	A	A	A	-	-	A	A	A	-	-	A	A	A	-	-	-	Y	Y	Y	-	-	-	-	-	Y	-	-
AZ	1	-	-	-	A	A	A	A	A	A	A	A	A	A	A	A	-	A	-	-	-	-	A	-	-	-	-	A	-	-	-	-	-	-	-	-	-	-	-	-	-	Y	-	-
CA	2	-	-	-	-	-	-	-	-	V	V	V	V	V	-	-	V	V	V	V	V	-	-	L	L	L	-	V	V	V	V	V	V	Y	-	-	-	Y	-	-	-	-	-	-
CO	1	-	-	-	-	A	-	-	-	-	-	-	-	-	-	A	A	-	-	-	-	-	-	A	A	-	-	A	A	A	-	-	-	-	Y	-	-	-	-	-	-	-	-	-
CT	2	-	-	-	-	A	-	A	-	A	-	A	R	R	A	A	A	A	A	-	-	-	-	A	A	A	-	A	A	A	A	-	-	Y	Y	Y	-	-	-	-	Y	Y	Y	-
DE	1	-	-	-	A	-	A	-	-	A	-	A	-	-	-	-	A	-	-	-	-	-	-	-	A	-	-	-	-	A	-	-	-	Y	Y	Y	-	-	-	-	-	-	-	-
FL	2	-	-	-	-	A	-	-	-	A	-	A	A	-	A	A	A	A	-	-	-	-	-	A	A	-	-	A	-	A	-	-	-	-	Y	Y	-	-	-	Y	-	-	-	-
GA	4	A	-	-	A	-	A	-	-	A	-	-	A	R	A	A	A	A	A	A	-	-	A	A	A	A	A	A	A	A	A	A	-	Y	Y	Y	-	-	-	Y	-	Y	-	-
HI	3	-	-	-	A	-	-	A	-	A	-	A	R	R	A	A	-	A	-	-	-	-	A	A	-	V	-	A	-	-	-	-	-	Y	Y	Y	-	-	-	Y	Y	Y	-	-
IA	0																																											
ID	3	-	-	-	A	A	A	A	A	A	A	A	A	-	A	A	A	A	A	A	-	-	A	-	A	A	-	A	A	A	-	A	-	-	Y	-	-	-	-	-	-	Y	-	-
IL	1	-	-	-	A	A	-	A	A	A	-	A	A	-	-	A	A	A	A	A	-	-	A	A	A	-	-	A	-	A	-	-	-	-	-	-	-	-	-	-	Y	Y	-	Y
IN	1	-	-	-	A	-	-	A	-	A	-	A	-	-	A	-	-	A	-	-	-	-	A	A	A	-	-	A	A	A	-	-	-	Y	Y	Y	-	-	-	-	Y	Y	-	Y
KS	1	-	-	-	A	A	A	-	A	A	-	A	A	-	-	A	-	A	A	A	-	-	-	A	A	A	-	A	A	A	A	A	A	Y	Y	Y	-	-	-	-	-	Y	-	Y
KY	4	-	-	-	-	A	A	A	A	A	-	-	A	A	-	A	A	A	A	A	A	-	A	-	A	A	A	A	-	A	-	A	-	-	Y	Y	-	-	-	-	Y	Y	-	-
LA	4	A	-	-	A	A	A	A	A	A	-	A	R	-	A	A	-	A	A	A	-	-	A	A	A	-	-	A	A	A	A	-	-	Y	Y	Y	Y	-	-	Y	-	Y	Y	-
MA	3	-	-	-	A	A	-	-	-	A	-	A	-	-	-	A	-	A	A	-	-	-	A	-	-	A	-	A	A	A	-	-	-	Y	Y	-	-	-	-	-	-	Y	-	-
MD	2	-	-	-	A	-	A	-	A	A	A	A	A	A	A	A	A	A	A	A	-	-	-	A	A	A	-	A	A	A	A	-	-	Y	Y	Y	-	-	-	Y	-	Y	Y	Y
ME	1	-	-	-	-	A	-	-	-	A	-	-	A	-	-	A	A	A	A	A	-	-	-	-	A	A	-	-	-	A	-	-	-	-	Y	Y	-	-	-	-	-	-	-	-
MI	3	-	-	-	-	A	A	-	A	A	-	-	A	-	-	A	A	A	A	-	-	-	-	A	A	-	-	A	A	A	A	-	-	Y	Y	-	-	-	Y	-	-	Y	-	Y
MN	1	-	-	-	-	-	-	-	-	V	V	V	V	V	-	V	V	V	-	-	-	-	-	V	-	-	-	V	-	V	-	-	-	-	-	-	-	-	-	Y	-	-	-	-
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total	110	3	5	6	27	34	27	25	22	44	20	34	38	18	33	41	37	46	34	27	4	2	31	33	39	21	4	45	23	39	14	10	4	31	43	37	5	3	2	18	10	37	8	11

Summary Table Legend

Notes: Totals are computed by adding the number of A's, S's, R's, V's, L's and Y's in each column. In any one cell, only one description is included. See Part III of the SSAP database for component names and component-level descriptions.

#COM = Number of State Assessment Components (as reported by state)

Cell Contents

(indicates at least one component where)

A = All students are tested
S = Students are sampled
R = Students are re-tested
V = Inclusion is voluntary for students, schools, or school districts
L = Assessments are locally determined
Y = Purpose is checked for at least one component

Subjects

LA = Language Arts
R = Reading
W = Writing
M = Math
Sc = Science
SS = Social Studies
Voc = Vocational Ed
Apt = Aptitudes

Test Type

NRT = Norm-referenced testing
CRT = Criterion-referenced testing
WA = Writing assessment
Per = Performance assessment
Prt = Portfolio assessment

Item Type

MC = Multiple choice items
SWR = Short written response
EWR = Extended written response
PT = Performance tasks
ESW = Examples of student work
Prj = Projects

Testing Program Purposes

Instructional Purposes

StD = Student diagnosis or placement
Imp = Improvement of instruction
PE = Program Evaluation

Student Accountability

StP = Student promotion
HD = Honors diploma
ED = Endorsed diploma
HSG = High school graduation (exit requirement)

School Accountability

ScA = School awards or recognition
SPR = School performance reporting
Hsk = High school skills guarantee
Acr = Accreditation

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Part 1.1 Briefly describe the overall state assessment program as it existed in 1996-97.

ST	Response
AK	By state law. All grade 4, 8, and 11 students are assessed using a norm-referenced test in the areas of reading, language arts and math. The CAT/5 was used for the first time in 1995-96. Data for the state and district is reported annually in the "Report Cards to the Public," which reports the percentage of students scoring in the upper and lower quartiles.
AL	Students in grades 3 through 12 are tested with a variety of assessments. Norm-referenced assessments are given for comparative data to show the state's relative position in the nation. Criterion-referenced assessments are given to determine the strengths and weaknesses of students and to improve instruction and curriculum. Grades K -- Alabama Kindergarten Assessment (LEA option) 3-11 -- Stanford Achievement Test 9th edition Otis Lenin School Ability Test 5 and 7 -- Alabama Direct Assessment of Writing Grade 8 -- Differential Aptitude Test (LEA option) Grade 9 -- Basic Competency Test Grade 10 -- Career Interest Inventory (LEA option) Grades 7-12 -- End-of-Course Algebra and Geometry Test Grades 11-12 -- Alabama High School Basic Skills Exit Exam
AR	Last year all students in grades 5, 7, and 10 took state-adopted, norm-referenced test (Stanford 9). Testing scores were reported by district on state report card. The first regular administration of the High School Proficiency Test was given at grade 11.
AZ	Arizona students in grades 3-12 were assessed using the Stanford 9 reading, language, and mathematics sub-tests. The results were utilized by districts and reported on the state produced "School Report Cards. "
CA	The current assessment program is defined by three pieces of legislation, Assembly Bill 265 (AB 265), Senate Bill 430 (SB 430), and Assembly Bill 2105 (AB 2105). AB 265 was approved by the Governor in October 1995, SB 430 was approved in June 1996, and AB 2105 was approved in September 1996. This legislation establishes the Commission for the Establishment of Academic Content and Performance Standards whose charge is the development of academically rigorous content and performance standards in the major subject areas (i.e., language arts, mathematics, history/social science, and science). These standards are to be developed on or before October 1, 1997 and adopted by the State Board of Education by January 1, 1998. The legislation also calls for the development of a statewide pupil assessment program. The statewide pupil assessment program has several components: (1) local assessment of basic academic skills, (2) statewide assessment of applied academic skills, (3) Golden State Examinations (GSE), (4) physical fitness testing, and (5) assessments in career education. Local assessment of basic skills is optional with incentive funding to encourage districts to participate. To participate districts must test all students in grades 2-10 with a test from the State Board of Education list of approved tests. Tests must provide individual results and students must be tested in reading, spelling, written expression, and mathematics. Results must be reported to parents and teachers within the same academic year in which the test was administered. The statewide assessment of applied academic skills will be developed by contracted publishers after the State Board of Education approves the content and performance standards. Assessments will be developed for reading, writing, mathematics, history/social science, and science. All students in grades 4, 5, 8, and 10 will be tested. Results will be reported at the school, district, county, and state levels. GSE are voluntary end-of-course exams in algebra, geometry, U.S. history, economics, biology, chemistry, coordinated science, written composition, and U.S. government/civics. The GSE program offers high school and middle grade students the opportunity to be voluntarily assessed at the end of key courses to earn recognition for academic achievement. Students can also earn a Golden State Seal Merit Diploma. This diploma recognizes students who have been successful on at least six of the GSEs. Physical fitness testing is mandated for all students in grades 5, 7, and 9. The Prudential Fitnessgram is designated as the state's fitness test. Assessments in career education have been piloted by the state in recent years and continue to be developed.
CO	As implemented in 1996-97 the Colorado Student Assessment Program (CSAP) assessed fourth graders in Reading and Writing. The Assessment included all students including those with disabilities. There was an assessment in Spanish. The Spanish version was the Contractor's off-the-shelf test. This was an interim solution. For 1997-1998 a fully developed Spanish assessment will be available. The assessments were standards based and included both constructed response and selected response. The primary use is accountability and school improvement.

Part 1.1 Briefly describe the overall state assessment program as it existed in 1996-97.

ST	Response
CT	Connecticut has a two-pronged approach to assessment: The Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). The CMT is a criterion-referenced test given each fall since 1986 to every Connecticut fourth-, sixth- and eighth-grade public school student. It assesses mathematics and language arts. Language arts includes reading and writing. The CMT includes open-ended and performance items. The CAPT was administered for the first time in the spring of 1994. It is administered to all grade 10 students and voluntarily to students in grades 11 and 12 who did not meet state goals. The areas tested include mathematics, science, language arts, and an interdisciplinary test. It is primarily performance assessment with some traditional item format. A certification of mastery is awarded to each student indicating each section of the test where the state's goal is achieved.
DE	During 1996-97 school year, a state-developed writing assessment was administered to students in grades 3, 5, 8, and 10. In addition, items for the Delaware Student Testing Program (DSTP) were field-tested in the areas of English/Language Arts and Math.
FL	High School Competency Test (HSCT): Students in Florida's public schools are required to pass the High School Competency Test (HSCT) in order to receive a standard diploma. The HSCT is a test of the application of basic skills in reading and mathematics in everyday life situations and is first administered to regular high school students in the 11th grade. The HSCT may be taken up to five times during the 11th and 12th grades. Students may retake the HSCT during an additional year of high school or as an adult as many times as is neccessary. An updated version of the HSCT was administered for the first time in October 1994. During the October 1996 administration, 106,466 grade 11 students took the mathematics section and 104,806 grade 11 students were tested on the communications section of the HSCT. Results of the HSCT are reported using an equated score scale; a minimum scale score of 700 is required for passing each of two sections of the HSCT. In addition to certifying that individual students have achieved the basic skills measured by the test, the test results for grade 11 students are used for school-level accountability purposes. The test results also provide students, teachers, and counselors with a skill achievement record of all students taking the HSCT; the most important use of these data is to identify specific skill areas in which students may require additional instruction. Legislative mandate authorized creation of this assessment. Florida Writing Assessment Program: The Florida Writing Assessment requires a student to produce a piece of writing in response to an assigned topic stated in a prompt. The writing is then scored according to specific, predetermined criteria. Florida's writing assessment, as a direct measure of writing achievement, requires students to write independently for a variety of purposes (i.e., to explain, tell a story, to persuade) within a 45-minute time period. The writing assessment is intended to provide information about the writing achievement of students at individual, school, district, and state levels. In 1996-97, the writing assessment involved a census assessment in grades 4, 8, and 10. The spring 1997 assessment involved 143,210 grade 4 students, 130,994 grade 8 students, and 107,745 grade 10 students. Results from each assessment provide useful information to classroom teachers and school district administrators about students' writing achievement. Results for the assessment are also used for school-level accountability purposes. Legislative mandate authorized creation of this assessment. Grade Four and Eight Norm-Referenced Tests: The Department of Education collects data resulting from norm-referenced tests (NRTs) administered by local districts in grades 4 and 8. Specifically, districts submit scores in reading and mathematics for all students in grades 4 and 8. The data are compiled by the Department and results for each school and district are reported in the school profile report produced by the Department. These data are also used for school-level accountability purposes.
GA	The full breadth of GA's testing programs include norm-referenced testing at grades three, five, and eight; performance-based writing assessments at grades three, five, eight, and eleven; the revised Georgia Kindergarten Assessment Program (GKAP-R) operational Fall of 1998; the Georgia High School Graduation Tests at grades eleven and twelve; Criterion Referenced Competency Tests (CRCTs) in grades four, six, and eight (in development); and the National Assessment of Educational Progress (NAEP) at grades four and twelve.

Part 1.1 Briefly describe the overall state assessment program as it existed in 1996-97.

ST	Response
HI	The Hawaii statewide testing program consists of the following: 1. Stanford Achievement Test (8th Ed.) administered to all eligible students in grades 3, 6, 8, and 10 to provide comparative national data at the class, school, district, and state level. 2. Hawaii State Test of Essential Competencies (HSTEC) to students in grades 10 through 12 to assess attainment of 15 Essential Competencies for diploma certification purposes. Students are allowed multiple attempts. 3. Credit by examination, which allows students to earn course credit by passing selected content area tests.
IA	Iowa does not have a mandated state assessment program. All districts must include student achievement goals in their plans and develop an assessment system to monitor progress toward those goals, but the selection of the instruments and the schedule of administration are determined locally. Approximately 99 percent of all districts participate in the Iowa Testing Program on a voluntary basis.
ID	Idaho's current assessment program consists of a Direct Writing Assessment for grades 4, 8, and 11 and standardized testing for grades 3 through 8 using the Iowa Tests of Basic Skills (form K) and the Tests of Achievement and Proficiency for grade 9 - 11. Our testing program is mandated by the state board of education and the results are used for the improvement of curriculum and instruction throughout the state. We also have a new direct mathematics assessment for grades 4 and 8.
IL	All students in grades 3, 6, 8, and 10 are tested via the Illinois Goal Assessment Program (IGAP) in reading, mathematics, and writing. All students in grades 4, 7, and 11 are tested via IGAP in science and social science. Results are used for trend comparisons and comparisons to the criterion-referenced state standards. At the state level, they are used for accountability, school designations and recognition status, and policymaking. At the school level they are used for program evaluation and school improvement planning.
IN	Grades 3, 6, and 10 -- used for remediation funding and media reports, also grade 8 -- used for remediation funding and media reports.
KS	In order to prepare students for the 21st century, we are focusing on process as well as product in all of our assessments. Measurement of higher-order skills has taken the place of basic skills assessment. We are including a performance-based format in all areas. Where multiple choice is still a necessity, questions focus on cognitive processes and greater care is given to measuring problem solving and critical thinking. In 1996-97, grades 3, 7, and 10 were tested in reading; grades 4, 7, and 10 in mathematics; and grades 5, 8, and 10 in science and grades 5, 8, and 11 in social studies.
KY	The Kentucky Instructional Results Information System (KIRIS) assessment comprises three components: open-response, multiple choice, and portfolios in writing. All 4th, 5th, 7th, 11th, and 12th graders participate in one or more content areas. An Alternate Portfolio is administered to students generally described as having moderate to severe mental disabilities. The program is administered as the cognitive component of a "high-stakes" school building and local school district accountability requirement.
LA	The Louisiana Educational Assessment Program (LEAP) includes a kindergarten readiness screening program to be used for instructional planning; criterion-referenced tests that are administered in grades 3, 5, and 7 in math and language arts; a Graduation Exit Examination in the subjects of English/language arts, written composition, math, science, and social studies that must be passed to receive a state diploma; and norm-referenced tests administered at grades 4 and 6. A test development component was initiated in 1996-97 to begin aligning LEAP assessment with new content standards.

Part 1.1 Briefly describe the overall state assessment program as it existed in 1996-97.

ST	Response
MA	1. Massachusetts Comprehensive Assessment System (MCAS), the state's new standards-based testing program is currently under development. Mathematics and science/technology items were piloted in the spring of 1997. Virtually all students in grades 4, 8 and 10 participated. Only item statistics were generated on the basis of this pilot; NO other results were produced. English/language arts and history/social science items are now being developed. 2. Grade 3 reading test (Iowa Test of Basic Skills) administered to all grade 3 students. Individual student, school, district and state level results reported. No specific uses of results were mandated. 3. A one-time only administration of the Iowa Tests of Educational Development (complete battery) to all grade 10 students. MEAP now permanently retired.
MD	1. Grades 7 through 12: The Maryland Functional Tests are a high school graduation requirement that uses multiple-choice CRTs in reading, mathematics, and citizenship. These tests are administered by pencil and paper or computer adaptively. 2. Grades 7 through 12: The Maryland Writing test is also a high school graduation requirement that uses two writing samples, narrative and expository. 3. Samples of students in grades 2, 4, and 6: A norm-referenced testing program uses the CTBS/5 in math, reading comprehension, and language for state- and district-level reporting every other year. Will be administered next in 1997-98. 4. Grades 3, 5, and 8: The Maryland School Performance Assessment Program uses criterion-referenced performance assessments for school, district, and state reporting and school performance accountability in reading, writing, language usage, math, science, and social studies.
ME	The Maine Educational Assessment (MEA) is administered annually in grades 4, 8 and 11 and includes the following content areas: reading writing mathematics science social studies arts and humanities health (administered only grades 4 and 8) The MEA currently uses an extended, constructed response format in its sub-test at grades 4, 8 and 11. The MEA uses items common to all students in reading and mathematics with a single prompt for writing which produce individual student results. The MEA also uses matrix sampled items in reading, mathematics, science, social studies, arts and humanities, and health to produce school/district level results. The state law authorizing the MEA lists multiple purposes including producing information about student achievement of high academic standards, program evaluation information, and provision of parents with information about the achievement of their children. The MEA reports to schools/districts through comprehensive summary reports and to parents in a letter format which conveys their child's performance.
MI	The Michigan Educational Assessment Program (MEAP) assesses all 4th-, 7th-, and 11th-grade students in mathematics and reading, and all 5th-, 8th-, and 11th-grade students in science and writing. The tests are criterion-referenced and measure predetermined state goals and objectives. Components Grade 4 and 7 reading and mathematics assessment; Grade 5 and 8 science and writing assessments; High School reading, writing, science, and mathematics for state endorsement
MN	In 1996-97, students were required to take minimum competency literacy tests in reading and mathematics. Students are required to meet these standards by the time they graduate (2000). This class is the first in the 3 year phase in Graduation Standards. In 1997-1998 students will be required to pass reading, math and written composition. All our large scale on demand assessments Reading/Math are M.C. Writing is holistically scored.

Part 1.1 Briefly describe the overall state assessment program as it existed in 1996-97.

ST	Response
MO	The Missouri Mastery and Achievement Tests (MMAT) are criterion-referenced, multiple-choice set of achievement tests based on the Core Competencies and Key Skills. They are available for use to districts in grades 2-10, but are being phased out. The MMAT will no longer be required by the State after spring administration of 1998. This upcoming State Sample will be the last one collected and reported on, using the MMAT.
MS	NRT, grades 4-9; secondary end of subject CRTs; basic skills competency CRT required for high school graduation; and an occupational skills assessment for program computers in eight (8) program areas. Test results are used for purposes of accountability, program evaluation, and as a measure of student progress, as recommended by the State Superintendent's Task Force on Accountability and Learning.
MT	All districts use standardized, norm-referenced tests for grades 4, 8, and 11 annually selected from a list of board-approved published tests. The NCE scores are summarized at the state level by grade, test, and subject (reading, language arts, math, science, social studies). Data for each school by grade, subject area, and stanine distribution is distributed to each district and available for public release.
NC	Competency testing in NC has become more rigorous (eighth grade standard) in area of reading and mathematics. Demonstration of proficiency in the use of computers by passing a multiple choice and performance test in the use of computer skills. Grades 1 and 2 are assessed in reading and mathematics as a local option by observation. Grades 3 through 8 take multiple-choice tests in reading and mathematics. In addition, writing is assessed in grades 4 and 7. End-of-course tests are administered at the end of high school subjects in Algebra I; Biology; English I; Economics; Legal and Political Systems; English II (Writing); and U.S. History. Results from the tests in grades 3-8 and high school are used in accountability and program improvement at the state and local levels. A norm-referenced test (ITBS) is administered to a sample of students in grades 5 and 8. In addition, there is participation in the NAEP assessment. Through a block grant allocation of funds to each LEA, the state funds one administration of the PSAT for college-bound students. A grade 3 pretest in the areas of reading and mathematics was added in 1996-97 to measure student growth in accountability. Open-ended assessments were added in grades 5 and 8 to measure reading and mathematics.
ND	Students in grades 3, 6, 8, & 11 were assessed with the CTBS/4 and the TCS in the spring. On these assessments, students results are compared to other schools in the nation. Reading, Language, Math, Spelling, Word Analysis, Study Skills, Science & Social Studies were assessed. The results are used for school/Education Improvement, one method of determining some strengths and weaknesses in the curriculum, as well as classroom and individual student Mastery Scores.
NE	Nebraska did not have a statewide assessment program in 1996-97 Nebraska will have a pilot statewide assessment program in 1997-98. Nebraska does plan to have a statewide reporting system in place for the school year 1999-2000 and plans to do field-testing of the same in 1998-99.
NH	In May of each year (starting in May 1994) all public school third-grade students are assessed in English language arts and math. In May of each year (starting in May 1996) all public school sixth- and tenth-grade students are assessed in English language arts, math, science, and social studies. Types of measures include a combination of multiple choice and open response and include an on-demand writing assessment conducted at all three levels. Results are used for educational improvement and as a measure of school accountability.
NJ	The New Jersey Department of Education conducts three tests for all public school pupils at the benchmark grades 4, 8, and 11. Because of newly adopted state standards , in 1996-97, the testing program operated under the old test specifications for the existing eighth and eleventh grade tests while operating under the new standards for the new fourth grade test. The fourth grade test field tested in the areas of math, science, reading, writing, and speaking. The 1997 grade 8 Early Warning (EWT) test identifies students who perform below state standards in reading, mathematics, and writing; these students may be in jeopardy of not passing the grade 11 High School Proficiency Test (HSPT), which tests in the same areas as the EWT. The grade 11 HSPT became the legislatively mandated graduation test in the fall of 1993.

Part 1.1 Briefly describe the overall state assessment program as it existed in 1996-97.

ST	Response
NM	1. A norm-referenced standardized test (ITBS) for grades 3, 5, and 8 for accountability (math/lang arts). 2. A writing portfolio for grades 4 and 6 and optionally at grade 8 for instructional improvement and accountability. 3. A high school competency examination, a criterion-referenced test and graduation requirement, is offered to tenth graders with the option to retake at grade 11 or 12 if unsuccessful for accountability. 4. Districts must design reading assessments for grades 1 and 2 and report the results to the SEA for instructional improvement.
NV	1. Census norm-referenced testing in reading and mathematics at grades 4 and 8 using the TERRANOVA. 2. Census norm-referenced testing in language at grade 4 using the TERRANOVA. 3. Census direct writing assessment at grade 8 that is analytic-trait scored. 4. Census high school proficiency examinations at grade 11 required for graduation. Students who do not pass the examinations at grade 11 have up to four opportunities to take examinations not yet passed at grade 12. These tests include norm-referenced tests of reading and mathematics and direct writing assessment that is holistically scored. All components are required by law (NRS 389.015), and are used, in part, for reporting for accountability at the district and state levels. At grades 4 and 8 there are no consequences prescribed for failure but the results are intended to be used for individual diagnosis and prescription of instruction. At grades 11 and 12, the consequences are as stated.
NY	There are seven components of the state testing program as described in part three. Each component was created for a specific purpose, but they all share three qualities. They are all based on State recommended or prescribed courses of study. They are intended to establish or maintain standards and they provide a measure of accountability for the state's elementary and secondary schools.
OH	Ohio's statewide assessment program consists of four proficiency tests (Fourth-, Sixth-, Ninth- and Twelfth-Grade Proficiency Tests). Writing, reading, mathematics, citizenship, and science are assessed on each of the four proficiency tests. All students (except those who are IEP exempted) who are enrolled at the appropriate grade level are required to take the Fourth-, and Sixth-Grade Proficiency Tests. All ninth-grade students (except students who passed one or more tests in spring of eighth-grade or who are IEP exempted) are required to take the Ninth-Grade Proficiency Tests until all parts of the test have been passed, in partial fulfillment of requirements for a high school diploma. All Twelfth-Grade students who have passed all Ninth-Grade tests are required to take the Twelfth-Grade Proficiency Tests. Intervention in grade five is required for the area(s) of the Fourth-Grade Proficiency Tests where a student was not proficient. Students who score at the honors level in the areas of writing, reading, mathematics, and citizenship on the Twelfth-Grade Proficiency Tests may satisfy one of seven criteria needed for an Honors Diploma. Science will be added to the Honors Diploma requirements in 2001. Results go to schools for planning and are reported to the public.
OK	The Iowa Test of Basic Skills was given to 3rd and 7th graders. Subjects tested via multiple choice items were reading, mathematics, language arts, science, social studies, and sources of information. Test results are used to develop school improvement plans. The Oklahoma Core Curriculum Tests were given to 5th, 8th and 11th graders. Students who performed unsatisfactorily last year were retested (grades 6,7,9,10,12). Subjects tested via multiple choice were math, science, reading and US history/Constitution and government. Writing was assessed via a writing sample. These criterion-referenced tests were given to measure how well Oklahoma students knew the state's core curriculum.
OR	Oregon tests all students in reading and mathematics at grades 3, 5, 8, and 10. All students are tested annually in writing at three grades: 5, 8, and 10. The tests are developed from state-mandated content standards and the purposes include program evaluation, school improvement, public accountability, and reporting of individual student performance. Districts use the results in their program review/improvement process. Results at the school level are reported in comparison with schools having similar socioeconomic characteristics.

Part 1.1 Briefly describe the overall state assessment program as it existed in 1996-97.

ST	Response
PA	Grades 5, 8, and 11 students are assessed annually in reading and mathematics. Although the assessment is for program evaluation, individual student results are provided for parents, teachers, guidance counselors, and principals. School reports are provided for planning and public dissemination. Grades 6 and 9 students complete a writing sample in one-third of the schools each year as a program evaluation. Reports go to schools for planning and public dissemination.
RI	Rhode Island has a census testing program that measures language arts, math, and health. Virtually all students are included in the assessment, particularly for the performance components. The results are used for curriculum improvement purposes, for use by teachers for individual students and to support the emerging accountability system. 1. The norm-referenced component includes testing grades 4, 8, and 10 with the MAT 7 reading comprehension subtest and the mathematics concepts and problem solving subtest. 2. The writing component includes assessing with an actual writing prompt which is holistically scored, that is based on a process approach to writing. Students in grades 4, 8, and 10 are assessed. 3. The mathematics performance assessment is used for students in grade four. Extended open-response (8-10 minutes per item) instruments include 8 common and 2 matrix items across 12 forms, all matched to the RI mathematics framework. At grades 8 and 10 the New Standards Math Reference Exams are administered. 4. The health performance assessment is used for students in grades four and eight. Extended open-ended response (8-10 minutes per item) instruments include 8 common and 2 matrix items across 12 forms, all matched to the RI health frameworks.
SC	The South Carolina state assessment system has three main parts: (1) classroom-based performance assessment, (2) criterion-referenced tests (Basic Skills Assessment Program), and (3) norm-referenced tests (Metropolitan Achievement Tests, Seventh Edition, MAT7). Performance assessment: Teachers in the 36 schools associated with the 12 Schools Project, a state initiative to train teachers in authentic assessment, are developing performance-based assessments. In addition, about 250 teachers are developing and implementing portfolios for classroom assessment of mathematics, language arts, and science. The teachers in these projects are developing and using performance tasks and portfolios to improve instruction and learning in their classrooms. Basic Skills Assessment Program: This program requires that all public school students take a readiness test at the beginning of grade 1 and minimum skills tests in grades 3, 6, 8, and 10. The grade 10 test is an exit requirement for a high school diploma. Students who have not passed the test may retake it in grades 11 and 12. Norm-referenced program: A norm-referenced test, currently the Metropolitan Achievement Test-7, is used to assess all students at the end of grades 4, 5, 7, 9, and 11.
SD	All students at grades 4, 8, and 11 must take a norm-referenced achievement and ability test. We use the complete Battery achievement test which covers math, reading, language, social studies, science, spelling, thinking skills, listening, etc. Students are required by a State Board of Education rule to test. All ninth grade students must take an interest and aptitude test under the same rule. The achievement and ability test is given in the Spring. The interest and aptitude is given in the Fall.
TN	Tennessee's mandated testing program includes an achievement test in grades 2 through 8, a competency graduation test, and a writing assessment in grades 4, 8, and 11. Results from the achievement test are used diagnostically and for accountability. The competency test is a graduation requirement. Writing Assessment scores are used diagnostically and for program evaluation.
TX	Begun in 1990, the Texas Assessment of Academic Skills (TAAS), a legislatively-mandated criterion-referenced program, tests reading and mathematics at grades 3 through 8 and exit level; writing at grades 4, 8, and exit level; and science and social studies at grade 8. There are currently end-of-course examinations for Algebra I and Biology I.

Part 1.1 Briefly describe the overall state assessment program as it existed in 1996-97.

ST	Response
UT	1. Statewide Testing Program. Uses a standardized norm-referenced test to assess all students at grades 5, 8, and 11 in basic academic areas. Focus is on public reporting and accountability. 2. Core Curriculum Assessment Program. A system of criterion-referenced tests and performance assessments used by districts on an elective basis to support instruction on the State Core Curriculum. 3. A Developmental State Model for Portfolios: A program for combining career guidance and student planning with documentation of accomplishments in a portfolio system. 4. State's report card. Focuses on aggregate trends in performance over time. 5. District Performance Reports. Annual compilations of indicators of performance, student body, revenues and expenditures, staffing, course enrollments, and buildings.
VA	The Virginia Assessment System consists of three components: (1) objective-based assessments (based on state-wide content standards known as "Standards of Learning" or SOLs) in English, mathematics, history, and science at grades 3, 5, 8, and selected high school courses and in computer/technology at grades 5 and 8. These assessments were field tested in Spring '97. (2) Virginia State Assessment Program (VSAP), a norm-referenced achievement test battery that will be given to all students in grades 3, 5, 8, and 11; and (3) Literacy Passport Testing Program (LPT), criterion-referenced tests in reading comprehension, writing, and mathematics. The SOL Assessments are objective-based assessments in English, mathematics, history, and science administered to all students at grades 3, 5, 8, and high school and in computer/technology at grades 5 and 8. The SOL Assessments are intended to provide information that indicates the progress of students and schools toward meeting achievement levels on the SOLs. The SOL Assessments will be used to determine which of three levels of achievement students have achieved: (a) Does Not Meet the Standards, (b) Proficient in the Standards, or (c) Advanced Attainment of the Standards and for school and school division accountability. The VSAP will consist of the Stanford 9 TA Abbreviated at grades 3, 5, and 8 and will be given for state, district, and school reporting purposes. Some schools and school divisions may use the results for instructional planning purposes. The LPT is administered to first-time takers in grade 6 and three times annually to transfer students and to other students in grades 7 and beyond who have not previously passed all three tests. Passing all three tests is a requirement for high school membership and for awarding of a standard high school diploma. The LPT is intended to ensure that students are academically prepared to benefit from secondary school work and to ensure the integrity of the high school diploma. The Degrees of Reading Power (DRP) is used for the reading test; a state-developed, objective-referenced test for the mathematics test; and a state-developed set of writing prompts and scoring model for the writing test.
VT	Vermont has a voluntary state assessment program. New Standards reference exam in Math grades 4, 8, and 10 for program evaluation. Portfolios in math (grades 4, 8, and 10) and writing (grades 5 and 8) for ongoing instruction, and writing (grades 5 and 8) for program evaluation.
WA	Annual testing of every student at grades 4, 8, and 11 in reading, mathematics, language, science, and social studies. Purpose is public reporting, school accountability, and allocation of compensatory funds.

Part 1.1 Briefly describe the overall state assessment program as it existed in 1996-97.

ST	Response
WI	Wisconsin Student Assessment System (WSAS) currently has Knowledge and Concepts tests in mathematics, science, social studies, reading, and language arts (including writing). The examinations are administered to all fourth, eighth and tenth graders in the state. The tests include multiple choice and short-answer questions, one writing essay, and a career interest survey. The results provide information to students, parents, schools, and also are used for accountability purposes. The purposes of the program are to (1) provide clear expectations or standards for student learning; (2) provide student achievement data relative to the expectations; (3) use assessment methods that promote high-quality curriculum and instruction; (4) provide feedback to students to assist in educational planning; (5) identify low-performing schools in each subject area; and (6) fulfill state and federal accountability, including IASA (Title I) program evaluation purposes, by providing proficiency standard results for all students. An additional statewide assessment, Wisconsin Reading Comprehension Test (WRCT) at third grade, measures the reading performance of third graders in order to (1) identify the reading level of students with respect to a statewide performance standard; (2) provide districts with information that will help them evaluate the effectiveness of their primary reading programs; and (3) allow schools to compare the performance of their students with state performance levels. The third-grade test uses high-quality, authentic, longer passages or excerpts of books and is administered in a consumable booklet. The questions check prior knowledge; use multiple-choice and also open-ended questions. The reading ability of students who do not score above the state performance standard on this test is reviewed further to see if the students need remedial reading assistance. Parents may participate in the decision regarding the need for remedial reading instruction. Districts with less than 80 percent of their students in the proficient category must develop a formal remediation plan. The assessment programs are to be based on Wisconsin's educational goals, measurable learner outcomes, and the WI content guidelines. Model Academic Content Standards will be completed by December 1997.
WV	Norm-referenced testing -- Stanford Achievement Test Grades 1-2 -- English/Language Arts, Reading, Mathematics, Listening Abbreviated Battery Grades 3-11 -- Complete Battery Reading, Language Arts, Math, Social Studies, Science, Study Skills, Listening, Writing Assessment Grade 8 ACT Explore Grade 12 ACT Work Metropolitan Readiness Test -- Kindergarten
WY	Our only state assessment program is in vocational education. Students in grades 9-12 who are enrolled in vocational programs are assessed in applied science, applied math, applied communications, affective and thinking skills, and pre-employment and employability skills. Results are used for sorting grant priorities for vocational education.

Part 1.2 What important changes, additions, or deletions, if any, occurred in your state's assessment programs during 1996-97?

ST	Who	What
AK	Legislature	Added statute for high school compentency test to be implemented by 2002.
AL	State Board	The Differential Aptitude Test and Career Interest Inventory were made a local option.
AR	Legislature	The state legislature passed Act 1172 of 1997 to amend the Comprehensive and Assessme Program Act. This act withdrew "withholding a student's diploma" if they did not pass th exit exam. This law does require the test socre to go on permanent record and also requir end-of-level testing at grades 9 and 10.
AZ	Legislature	Grades 3-12 will be assessed using the NRT in reading, writing and mathematics, each sp between April 1 and May 1.
CO	Legislature	Moved from a matrix sample of Reading, Writing, and Geography to every student in Rea and Writing - Fourth Grade.
DE	Legislature	Passed legistation for the DSTP.
DE	State Board	Initiated development of the DSTP.
ID	Legislature	Continued money for testing ($500,000 through a decision unit requested by the State Superintendent of Education).
IL	Legislature	H.B. 2596 eliminated current assessment programs in one year. Establish high stakes individual student tests in reading, writing, and mathematics at grade 3 and 5. Imposes ar "award of excellence" test at grade 12 measuring student knowledge in reading, writing, mathematics, science, and social studies. PA 90-566 added the following: reading, writir and mathematics at grades 8 and 10, science and special studies in fine arts and physical development/health at grades 4 and 7 (voluntary at grade 11).
KS	State Board	State Board of Education continued the current program but made the performance assessment optional for 1997-98. Standards will be rewritten to make them more specific ensuing years, assessment will be multiple choice only--with the exception of writing.
KY	State Board	Based on recommendations from the KY Department of Education, the KY Board of Education added multiple choice items to the assessment and spread the assessment amon more grade levels. A norm-referenced assessment in grades "end of primary," 6, and 9 hav been added.
LA	Governor	Cosponsored legislation to support assessment plan--LEAP for 21st Century.
LA	Legislature	Passed legislation to establish rigorous NAEP like assessments and proficiencies based or SDE/SBESE Assessment Plan; requirement for additional NRT testing--Grades 9, 10, 11; NAEP participation requirement.
LA	State Board	Sponsored legislation to support SDE assessment plan- LEAP for 21st Century.
LA	State Department	Developed assessment plan-LEAP for the 21st Century; begin assessment development in alignment with new content standards. Adopted ITBS and ITED for NRT program.
MA	State Board	Added a grade 3 reading test (Iowa Tests of Basic Skills) to state assessment system. A complete battery of off the shelf standardized tests (Iowa Test of Educational Developmer for a one time administration (grade 10) in April 1997.

Part 1.2 What important changes, additions, or deletions, if any, occurred in your state's assessment programs during 1996-97?

ST	Who	What
MI	State Board	At the April 1997 State Board of Education meeting the state board adopted policy statin which students may be exempted by a parent from taking the state tests. The SBE policy states that only students with a disability and LEP student MAY be considered for exemp by the parent or guardian. School cannot exempt students from taking the state tests. The MEAP conducted an external review by a panel of experts of the high school writing The review resulted in a report that included a number of recommendations related to the format, the administration, and the socring process used to score the assessment. The stat board adopted all of the recommendations included in the report. Many of the recommendations will be incorporated for the spring 1998 high school writing assessmen
MI	State Department	The minimal student portfolio requirement was dropped from the legislation in July 1196. This has influenced the number of districts who have voluntarily been using the Employability Skills Portfolio. The MEAP chose to eliminate the Skills Portfolio from th program. It was a conscious choice to put all of its staff efforts into the state mandated assessment. The testing window for the MEAP grades 4 and 7 reading and mathematics assessments moved from September/October to January/February. The testing window was changed input from a survey sent to all local school district superintendents.
MN	Legislature	Passed statewide testing law requiring uniform testing at grades 3, 5, 8 and high school.
MN	State Board	Adopted the State rule requiring all students to pass minimum competency in writing (Ba Standard Test of Written Composition).
MT	Legislature	Required release of test information on a school basis.
NC	State Board	At the direction of the State Legislature, the SBE in 1995, in an initiative to reform public eduction in North Carolina, reduced the state-required testing program in grades 3-12 by approximately 50 percent. The reduced assessment program's focus shifted to an emphasi reading, writing, and mathematics. The grades 3-8 social studies tests were eliminated fro the state-mandated testing program. At the high school level, end-of-course tests in Algeb II, Geometry, Physical Science, Physics, and Chemistry were dropped from the list of stat mandated tests and made optional. The open-ended assessment in reading, mathematics, social studies at grades 3-8 was also eliminated from the state testing program. Writing assessment was reduced from grades 4, 6, and 8 to grades 4 and 7 only. The funding allot for the one-time PSAT administration for college bound students was reallocated directly LEAs effective with the 1995-96 school year. A grade 3 pre-test in reading and mathemat was added to be administered at the beginning of grade 3. In addition, to ensure that assessment programs include a variety of strategies, open-ended assessment in reading an mathematics at grades 5 and 8 was implemented during the 1996-97 school year. A multi choice and performance computer skills assessment was added in 1996-97 as graduation requirements.
ND	Legislature	An appropriation for testing was increased to provide for purchasing a new test to be administered state-wide.
NE	Governor	Publically encouraged the state board to make faster progress in developing standards and providing accountability.
NE	Legislature	Introduced legislation for statewide testing. Did not get out of committee in 1997. Has b reintroduced in 1998.
NE	State Board	A new State Board has reset a new timetable for the articulation and adoption of state content/standards in five content areas for August-September 1998. The areas are Readin Writing, Mathematics, Social Studies, and Science. It is not clear whether perfomance standards will be set at the state level; more probably at the local level only. There appea be concensus not to establish unique Nebraska criterion tests. The feasibility of utilizing existing instruments is being investigaged.

Part 1.2 What important changes, additions, or deletions, if any, occurred in your state's assessment programs during 1996-97?

ST	Who	What
NE	State Department	Responding to the initiatives of the newly elected State Board.
NJ	State Board	The State Board of Education adopted a set of core curriculum content standards which h led to the planning of revised assessments based on the new standards in seven content ar plus five cross-content workplace readiness standards.
NV	Legislature	Provided state funding for testing required at grades 4 and 8 and for the development of n Criterion-Referenced tests in reading and mathematics at grades 11/12, for introduction in 1997-98.
NY	State Board	Board of Regents is establishing new standards and will develop new assessments.
OH	Legislature	Statute authorized exemptions for certain students with disabilities who attend chartered nonpublic schools.
OH	State Board	Adopted rules allowing chartered nonpublic schools to grant students with disabilities exemptions and/or modifications to proficiency tests.
OK	Legislature	US History Constitution and Government was tested for the first time as part of the core curriculum tests.
OR	State Board	Adopted student performance standards
RI	Governor	Same as below
RI	Legislature	Addition of English/Language Arts Performance Exams as part of the Ed. Reform packag
RI	State Board	Same as below
SC	Legislature	One year proviso to eliminate Reading and Mathematics testing in grades 1,2, and 6. Legislation allowing 12th grade students who have met all other requirements to take any portion of the exit exam they have not passed during a summer administration at no cost t student.
SC	State Department	The State Department of Education is field-testing a continuous assessment system for students from kindergarten through grade 3.
SD	Legislature	Senate Bill 170 will require all schools to adopt clearly defined and measurable course guidelines (standards) in language arts and mathematics by July1, 1998 and social studies science by July 1, 2000. Each school shall administer an academic achievement test to all students in grades 2, 4, 8, & 11 beginning in the Spring of 1998. A writing assessment m be given to all students (grades 5 & 9) in the Fall of 1998.
TN	Legislature	No state mandated assessment below grade 3. Writing assessment changed to grades 4, 7 11.
TX	Governor	Reading initiative that called for development of Texas Primary Reading Inventory at K-2 administered voluntarily
TX	Legislature	Release of all tests at the end of each school year; voluntary testing of private school stud
TX	State Board	Benchmarking of Spanish-version tests of reading and mathematics at grades 5 and 6; benchmarking of Spanish-version written test at grade 4.
UT	Legislature	Mandated development and implementation of a kindergarten pre-assessment to be given all kindergartners during the first 2 weeks of school.

Part 1.2 What important changes, additions, or deletions, if any, occurred in your state's assessment programs during 1996-97?

ST	Who	What
VA	State Board	The State Board of Education voted to make the high school SOL assessments in English. History, Mathematics, and Science end-of-course tests. The Board also adoped new stand of accreditiation for public schools. These standards make the SOL assessments part of a of multiple criteria for promotion and retention decisions for students and the major component in the accreditation of schools.
VT	Court Decision	Bingham decision declared that the funding for education was unconstitutional.
VT	Legislature	Act 60 which calls for school level accountability based on state assessment.
WI	Governor	Joined the Department of Public Instruction in efforts to develop the Model Academic Content Standards
WI	Legislature	If the governor has issued academic standards as an executive order, the DPI will be requi to develop a high school graduation examination designed to measure whether pupils mee pupil academic standard.
WV	Legislature	Assessment at all grades
WV	State Board	Board policy expanding testing program
WY	Court Decision	November 8, 1995. Wyoming' finance system was ruled unconstitutional for not providin equality of quality. Now, the court decision has been taken back to court.

Part 1.3 How has your state used NAEP materials/results?

ST	FW	SI	SR	CP	Other
AK			Y		AK participated in the NAEP for the first time in 1996. It is anticipated that the math data on NAEP will be compared to the achievement of our state's students on the CAT/5 as a "Check" mechanism.
AL	Y		Y		
AR			Y		
AZ			Y		
CA			Y		
CO		Y	Y		
CT	Y	Y	Y		
DE				Y	Used to help develop own test specifications.
FL	Y		Y	Y	Inform audiences about achievement levels in Florida.
GA			Y		
HI		Y	Y	Y	
IA					The NAEP results are included in the annual Condition of Education Report, shared with the State Board of Education, Governor's office and the legislature as well as disseminated to local school districts.
ID			Y		
IL	Y	Y	Y		Provide NAEP Reports to citizens and legislators.
IN			Y		
KS					
KY	Y		Y	Y	Embedded some items in state testing (KIRIS)
LA	Y	Y	Y		Used the results and NAEP achievement levels to develop LA levels of proficiency.
MA	Y	Y	Y		MAEP performance levels will be used to inform development of state performance levels.
MD					Assessment results used in press release and to corroborate other state results.
ME	Y	Y	Y	Y	Maine has participated in the state level assessment since 1992 and has made the NAEP reports available to several audiences. Most recently, Maine's Math and Science Alliance have used the materials with their Beacon School sites as professional development resource materials. The NAEP curriculum frameworks were considered by the committees involved with the development of Maine's Learning Results.
MI		Y	Y	Y	The results are included, as appropriate, in a report produced by Governor John Engler called "Michigan's Progress Toward the National Educational Goals." Also, the NAEP reports are provided to the curriculum unit as resources when planning professional development related to curriculum and instruction.
MN	Y		Y		
MO					
MS					As a measure of program evaluation and student progress.
MT	Y		Y		Local uses.
NC	Y	Y	Y	Y	Standard setting and assessment planning.
ND	Y	Y	Y		1. We can compare N.D. student achievement to other states, the nation, and other nations. 2. We are able to see research results on various factors about North Dakota (example: number of years of teaching experience, etc.) 3. This is one of the multiple indicators that we look at in determining student achievement in North Dakota. 4. We inform the public, educators, legislators and students when possible.
NE			Y		

FW = Used NAEP Frameworks
SI = Used sample items
SR = Shared summaries of results
CP = Used results for curriculum planning

Part 1.3 How has your state used NAEP materials/results?

ST	FW	SI	SR	CP	Other
NH	Y		Y		
NJ	Y				
NM					Press release disseminated by SEA to various interested state parties.
NV			Y		1996 was Nevada's first year participating in state-level NAEP. How results will be used is still to be determined. Comparison of Nevada with other states is the only obvious application at this time.
NY					Participated but results have not been formally used.
OH	Y	Y	Y		
OK					
OR			Y		To monitor progress of the state.
PA					
RI	Y	Y	Y	Y	
SC	Y	Y	Y	Y	
SD					
TN	Y	Y	Y	Y	
TX			Y		
UT			Y		Used NAEP proficiency levels as a foundation for establishing proficiency levels on State assessment instruments.
VA			Y		
VT			Y		
WA	Y		Y		Validate 4th grade reading and mathematics perf. standards on new assessments using 4th grade reading and 1996 NAEP 4th grade mathematics.
WI	Y	Y	Y		
WV	Y	Y	Y	Y	
WY			Y	Y	Committee work on design team.

FW = Used NAEP Frameworks
SI = Used sample items
SR = Shared summaries of results
CP = Used results for curriculum planning

Part 1.4 Does your state have a requirement that local districts or schools operate their own assessment programs?

ST	Require operate?	State receive results?	Comments
AK	N		
AL	N		
AR	Y	N	All students in K-4 are assessed by a local district plan using multiple measures. Those not functioning at grade level in reading and math must attend summer school or be retained.
AZ	Y	Y	
CA	N		
CO	Y	Y	This should become a part of the accountability process.
CT	N		
DE	N		
FL	Y	Y	
GA	N		
HI	N		
IA	Y	Y	Section 280.18 of the Iowa Code states: "The periodic assessment used by a school district to determine whether its student achievement goals have been met shall use various measure for determination, of which standardized tests may be one. The board shall ensure that the achievement of goals for a grade level has been assessed at least once during every four year period."
ID	N		
IL	Y	N	Each Illinois public school must establish and implement a formal assessment system to measure student achievement in the 34 state goals for learning; language arts (6 goals), mathematics (7 goals), science (4 goals), social studies (5 goals), fine arts (5 goals), and physical development/health (7 goals).
IN	N		
KS	Y	N	Local districts are required to produce at least three pieces of evidence of improvement for Quality Performance Accreditation. Districts may choose to use local assessments for two of those three pieces of evidence.
KY	N		
LA	N		
MA	N		
MD			None
ME	N		Maine does not require the use of tests other than the MEA. However, the new Learning Results legislatiion does call for the development of the local assessment capacity, particularly in the area of performance assessment.
MI	N		
MN	N	N	
MO	Y		The manual providing directions to the districts is currently under revision and will allow districts much greater latitude in the kinds of assessments that they make use of. It will require that they make use all available Missouri Assessment Program assessments as they come on line and are required.
MS	N		
MT	Y	N	

Part 1.4 Does your state have a requirement that local districts or schools operate their own assessment programs?

ST	Require operate?	State receive results?	Comments
NC	N		
ND	N		
NE	Y	N	Not currently. Expected to receive them during the 1998-99 school year.
NH	N	N	local school districts are strongly encouraged to administer their own assessments.
NJ	Y	N	
NM			During a self-study accreditation process, the district determines what additional assessments are needed.
NV			Districts are not required to operate any additional assessment programs. If a district administers additional assessments, districtwide, it is required to include the results in its annual accountability reports.
NY			Results of state tests must be publically reported. There are no specific requirements for other assessments.
OH	Y	Y	Districts must implement "competency-based education" programs for composition, mathematics, science, citizenship, and reading in grades 1-12. Districts must develop or adopt assessment methods to measure student progress in meeting performance objectives in each area at each grade and report by grade and school the number who made satisfactory progress as shown by the assessment.
OK	N		
OR	N		
PA	Y	N	Accreditation requires districts to develop assessment methods for each program area curriculum, in addition to the statewide student assessment reporting which the state receives.
RI	Y	N	
SC	N		
SD	N		
TN	N		
TX	N	N	
UT	Y	Y	Districts are required to assess performance on the Core Curriculum and report results in their district performance reports. State-developed tests are made available for this purpose, but districts may choose which instruments they will use.
VA	N		
VT	N		
WA	N		
WI		N	In 2002 LEAs must require a graduation test.
WV	N		
WY	Y	N	We have legislation that states school districts will have standards. Measures, school improvement plans, coordinated staff development, parent involvement, assessment clients, and ad budgets that have student learning as a priority. The state does not currently collect that information.

Part 1.5 What assessment projects, if any, does your state have under development or plan for the next two years (September 1997 to August 1999)?

ST	Response
AK	Will plan to administer the writing assessment to all students in grades 5, 7, and 10 in January 1998.
AL	Alabama High School Graduation Exam -- toughened students Alabama Early Learning Inventory Diagnostic Reading Assessments (grs 1 and 2) Under study: 1. Reconfiguration of the High School Basic Skills Exit Exam to reflect high school level core curriculum through grade 11. 2. Making the Alabama Kindergarten Assessment or an equivalent assessment a requirement. 3. Expanding the Alabama Writing Assessments to include grades 3, 9, and 11. 4. Inclusion of a norm-referenced reading component at the pre-grade 3 level.
AR	8th grade benchmark exam items will be field tested. End-of-level testing will be developed for the 9th and 10th grades, starting with Algebra.
AZ	A CRT to measure student achievement of the Arizona Academic Standards in reading, writing, and mathematics, at grades 3, 5,8, and a high school graduation test.
CA	1. Content and performance standards are being developed. 2. Work on the statewide assessment of applied academic skills will begin following approval of standards. 3. A means for reporting the results of the local assessment of basic academic skills to the legislature, the State Board, and districts is being developed. 4. A method to place the various approved tests for the local assessment of basic academic skills on a common reporting metric is being developed. Legislation calls for these tests to be comparable. In addition, once there are performance standards, the local assessments need to be reported in terms of the standards. So, a method to report these various tests in terms of standards will be developed. 5. Implementation of a merit or honors diploma tied to the GSE exams continues.
CO	Administration of 3rd grade Reading and 4th grade Reading and Writing, March 1998. Addition of 5th grade Math, March 1999, 3rd grade Reading, 4th grade Reading and Writing will continue.
CT	The development of the next generations of the CMT and CAPT programs is under way.
DE	The Delaware Student Testing Program is currently under development. The implementation of the new state-wide assessment of reading, writing, math, science, and social studies. Testing in Language Arts & Math for students in grades 3, 5, 8, and 10 will be in place in the 1997-98 school year; testing in Science and Social Studies in grades 4, 6, 8, and 11 will begin in 1999.
FL	1. Continued investigation into the adequacy of reporting writing results for schools using a polytomous IRT school-level scale. 2. The Florida Comprehensive Assessment Test (FCAT) is a new student achievement test in mathematics and reading that is being developed by the Florida Department of Education through a contract with CTB/McGraw-Hill. FCAT will be administered to students in all public schools as part of the State's Comprehensive Assessment Design. Reading will be assessed in grades 4, 8, and 10, and mathematics will be assessed in grades 5, 8, and 10. FCAT will be administered in late January beginning in 1998. FCAT will utilize objectively scored multiple-choice and, for mathematics, gridded-response items along with short- and extended-response performance tasks. FCAT test items and performance tasks will be created by the state's contractor, CTB/McGraw-Hill; test questions will be written by professional item writers and reviewed by committees of Florida educators and citizens. All FCAT items were field tested for the first time in March 1997. FCAT will produce scale scores, proficiency-level scores, and subcategory scores in reading and mathematics to describe students' strengths and weaknesses. Scores will be used in evaluating the progress of schools toward meeting State standards.
GA	Criterion referenced tests are currently being developed. Georgia High School Graduation Tests are being realigned with the revised Georgia Quality Core Curriculum.
HI	Will be adopting new standardized test with multiple choice and open-response items. Testing at grades 3, 5, 7, 9. Reducing number of content areas to focus on reading and math. May adopt New Standards Reference Exams.

Part 1.5 What assessment projects, if any, does your state have under development or plan for the next two years (September 1997 to August 1999)?

ST	Response
IA	1. Expanded involvement in other national assessment projects, i.e., SCASS. 2. Identification of models of assessment for local consideration and use. 3. Increased emphasis in the State Board's new strategic plan.
ID	We will be developing a state science assessment in grades 6 and 10 and may begin the same process in the area of social studies in 1999.
IL	In addition, open-response-item, computerized assessment and behavioral observation instruments are under development for use by local schools. See question 1.04 for more.
IN	None.
KS	Standards in all subject ares will be rewritten to make them more specific. Assessments will be developed that are multiple-choice only--with the exception of writing.
KY	Performance events R&D; mathematics portfolio R&D; consequential validity research.
LA	LEAP 21st Century 1. Fieldtesting Grades 4 and 8 Language Arts and Mathematics-Spring 1998; Implementation- Spring 1999. 2. Developing Grades 4 and 8 Science and Social Studies-1997-98; Fieldtesting Spring 1999. 3. Developing Graduation Exit Exam School Year 1998-99 English, Language Arts, Mathematics, Science and Social Studies Grades 10 and 11.
MA	1. Ongoing item development for the Massachusetts Comprehensive Assessment System: mathematics, science/technology, English/language arts and history/social science, grades 4, 8, 10. 2. New MCAS item development: world languages grades 4, 8, 10. 3. Definition of performance levels and standard setting process for MCAS.
MD	High school assessment system for school performance and required for graduation is being designed. Primary Assessment Systems testing readiness at first grade is under development.
ME	The MEA is currently under revision to align directly with Maine's newly adopted Learning Results. Plans for the revision are nearing completion and will result in the following: MEA tests in English Language Arts, Mathematics, Science and Technology, Social Studies and Health and Physical Education will produce both individual student and school level results. These tests will be aligned with the Learning Results content standards and will begin implementation in the 1998-99 school year. Assessment strategies will be designed for Visual and Performing Arts, Modern and Classical Languages, and Career Preparation. These content areas will be phased in on a schedule not yet determined by the Department of Education. The new Learning Results legislation is the development of a combination of state and local assessments to measure the progress and ensure accountability. The new legislation suggests an emphasis on performance assessment.

Part 1.5 **What assessment projects, if any, does your state have under development or plan for the next two years (September 1997 to August 1999)?**

ST	Response
MI	1. Fall 1997 the MEAP administered tryouts of additional grades 4 and 7 reading test items for new reading selections. Spring 1998 these items will be piloted and then added to the pool of available reading selections and items to use in 1999. 2. Fall 1997 piloted additional grades 4 and 7 mathematics test items to add to the available pool of test items for 1998. 3. Currently, in the process of developing additional grade 5 and 8 science test items to add to the available pool for 1999. 4. The MEAP is currently in the process of developing assessment plans for the next generation of elementary, middle/jr. high and high school tests in the content areas of reading, writing, mathematics, and science. The current tests are based on the Model Core Curriculum Outcomes document that was approved by the state board of education in 1991. The new assessment plans will be based on the Curriculum Content Standards which were adopted by the state board of education July 1995. Some of the significant changes related to the new assessment plans are constructed-response test items for all grade and levels and the English Language Arts assessment will now be one assessment instead of a separate reading and writing test.
MN	Profile of Learning -- classroom based evaluation by teachers, Standards Assessmenty. Large scale assessment - 3/5 Reading, Math, Composition, statewide listing. Design of test at H.S.
MO	Missouri has completed the development the mathematics component of the MAP and is presently developing the communication arts, science, and social studies components in conjunction with CTB/McGraw Hill. Thye mathematics assessment is available for use in grades 4, 8, and 10 in the spring of 1997. Communication arts and science were field tested in Ocober 1997 and will available for voluntary use in the spring of 1998. Social Studies for Grades 4, 8 and 11 is currently under development.
MS	Pilot administration of ACT Workkeys and ACT Occupation-Specific Assessments; development of a high school exit criteria that may include pupil performance from multiple assessments administered in the Mississippi Assessment System to replace current Functional Literacy Examination (FLE) as a requirement for graduation.
MT	Work with the State Board of Public Education to develop criteria for test selection. Match current tests to the newly adopted standards.
NC	1. Include end of course testes in the areas of Alegebra II, Geometry, Physical Science, Chemistry, Physics, English III, English IV, Earth Science, World Studies. 2. Require successful completion of an exit exam at grade 12 for all students as a graduation requirement. 3. Require alternate assessments for all exemptions due to IEPs per revised IDEA regulations. 4. Possibly require successful completion of a senior project as a graduation requirement. 5. Include the HS Comprehensive Test in Reading and Mathematics scores as the determination of student growth in the High School Accountability model. 6. Complete development of a pre-service teacher technology assessment which will be used as a licensure requirement. 7. Provision of electronic item bank for formative classroom assessment. 8. More information to clarify implementation oif NC Testing Code of Ethics and reporting of breaches.
ND	Completed development of a writing assessment based on the North Dakota English Language Arts Curriculum Frameworks. It will also be administered to 12 volunteer districts. North Dakota is just beginning the process of developing a mathematics assessment based on our newly revised mathematics standards and benchmarks.
NE	The current sentiment of the State Board is not to develop state assessments but to utilize existing assessments in some form. Feasibility of utilizing standardized assessments is under investigation by the Buros Institute.
NH	Implementing local education improvement assistance program funded by legislature for school year 1997-98 and 98-99. Work with local school districts on interpreting and developing educational improvement plans.
NJ	Besides revising our tests in their current subject areas to make them assess our new standards, we plan to add science, speaking, listening, viewing, and the arts to our 8th grade test and add listening, viewing, the arts, and social studies to our fourth grade test.

Part 1.5 What assessment projects, if any, does your state have under development or plan for the next two years (September 1997 to August 1999)?

ST	Response
NM	The Student Assessment Blueprint 2000 is in the process of aligning assessment with standards and benchmarks as they are established by the year 2000.
NV	Introduction of new CRT's in reading and mathematics for the High School Proficiency Examination in 1997-98. Expansion of the direct assessment of writing to grade 4. Addition of Grade 10 NRT Assessment for Reading, Mathematics, and Language. NRT assessment of science required at grades 4, 8, and 10.
NY	New grades 4 and 8 English language arts and math tests being introduced in 1999. Revised Regents exams in English and Math being introduced in 1998-99.New formats are being considered and piloted for other components of state testing program.
OH	New legislation, Am. Sub. Senate Bill 55, involves several assessment projects. Effective July 1, 1998, the legislation requires: a) Creation of high-school graduation tests in writing, reading, mathematics, citizenship, and science to replace the Ninth-Grade Proficiency Tests. Students would take tests first at the end of tenth grade, rather than end of eighth grade. First class affected by new tests in class of 2005. b) Districts must test at the ends of first, second, and third grades to identify students reading below grade level and to provide any student who fails on three attempts to pass. c) Districts must retain in fourth grade any student who fails on three attempts to pass the fourth-grade reading proficiency test unless the teacher and principal agree the student is prepared for fifth grade (effective July 1, 2001). d) Release of previous year's proficiency tests on July 1, 1999. e) Increase the number of core academic credits needed to graduate, first effective for the class of 2002. This provision will result in re-designing twelfth-grade tests.
OK	Geography (grades 5, 8, and 11) and Oklahoma History (grade 11) will be assessed in 1998; the arts will be assessed (grades 5,8, and 11) in 1999.
OR	Recent legislation (1991 and revised 1995) proposes that students attain a Certificate of Initial Mastery by approximately grade 10 using state assessments. We are beginning to develop the assessment system that will be used for this program. It eventually will include reading, writing, mathematics, science, and social studies assessments.
PA	Moving to a standards-based system. Will be assessing achievement of content standards in reading, writing, and math. In addition could add such assessments for science, social studies, and other areas.
RI	Expansion of EILA assessment to two grades in 1997-98; a third grade in 1998-99. Decisions will be made about further expansion e.g., science assessment.
SC	Development and implementation of a new criterion-referenced assessment system.
SD	We will be moving to a blended assessment in 1998. This will involve NRT and performance tests. This assessment will be aligned with our content standards.
TN	Additional high school subject matter tests will be developed and field tested. Use of value added assessments throughout high school grades. District-level diagnostic at grade 2 will be developed.
TX	Development of English II and U.S. History end-of-course examinations to be field tested in spring 1997 and benchmarked in spring 1998. Also under development are procedures for providing an alternative assessments system for limited-English-proficient students and special education students
UT	Development of new editions of CRTs in secondary science, as well as performance assessments for secondary math. Development of new CRTs for elementary language arts.
VA	Harcourt Brace Educational Measurement (HBEM) has been awarded the contract and to develop an extensive SOL Assessment in math, english, history, science, and computer/technology.
VT	1. Standard setting on math portfolios 2. Developing Large Scale uniform version of reading assessment. 3. Developing Science assessment. 4. Developing Social Studies assessment.

Part 1.5 What assessment projects, if any, does your state have under development or plan for the next two years (September 1997 to August 1999)?

ST	Response
WA	Commission on Student Learning (Independent Policy/Development Group) will continue their work of developing new standards based assessment system. In spring of 1997 they conducted first voluntary administration of operational assessment at grade 4; in spring of 1998 they will add operational voluntary component at grade 7. In spring of 1998 the new fourth grade assessments will become mandatory. In spring of 1999 an operational voluntary component at grade 10 will be added. These assessments are in reading, writing, listening, and mathematics. Item development and tryout in science at middle level and high school will take place.
WI	Policy evaluation of proficiency reporting as related to "adequate yearly progress." Wisconsin DPI will develop an RFP and test specifications for a high school graduation examination. Test development will be conducted during 1997-99. Each school board must adopt a high school graduation examination measuring the WI content standards by 2000-2001; beginning September 1, 2002, school boards must require a pupil to pass the high school examination (with at least 4 opportunities to pass).
WV	
WY	As a result of the court case and Title I, Wyoming is designing an assessment proposal for reading/language arts, and mathematics. The system is a standard-based, multi-dimensional model. Results of the State Design Team will determine what the state assessment system looks like. They will report to the legislature by January 31, 1998.

Part 1.7 **What kind of professional development did your state provide to teachers about your statewide assessment program?**

ST	Content	Format
AK	Current assessment program; plans for development	Audio-conferences, conference presentations
AL	Series of regional workshops in which the purpose, format, and general content of the State testing program were discussed.	
AR	Series of workshops presenting dates of administration, organization of test, administration of test, security issues, and interpretation of score reports.	One person from test development company and one person from Department of Education presented using overheads and handouts presented around the state and took comments, discussion.
AZ	Test administration and use of reports, related to the NRT	Pre- and post-test workshops to district testing coordinators, related to NRT
CA	Annual "School's In" Conference sessions	
CO	Training in Test Administration.	Trainer of Trainers Workshops.
CT	Assessment information, instructional strategies, curriculum development	Workshops, handbooks, sample tasks, lessons, student work, brochures, holistic scoring training
DE	Aligning with DE content standards, performance-based assessment, classroom curriculum, embedded assessment, and integrated task development	Series of workshops on assessment literacy
FL	Training representatives of Florida schools and school districts how to score writing responses (writing to explain, writing to tell a story, or writing to convince) for grades 4 and 8 writing assessment	Conducting regional workshops to train Florida school staff concerning how best to implement the computer-based writing scoring training program and receive feedback regarding possible future program design and improvement
GA	Assessment literacy	Statewide, regional, district and school level workshops
HI	Annual workshops on administration procedures and use of reports from all tests.	Test coordinators and/or principals from each school attend at least two meetings annually.
IA		Not provided directly to teachers but to area education and department staff that work directly with local school districts.
ID	Pre- and Post- service workshops were provided at six locations around the state. Test coord. guides with the how to do's and performance summary with results were also provided.	Workshops included representatives from test publisher & state assessment person going over every step of Pre & post testing procedure.
IL	Procedure to administer IGAP assessments. The composition and nature of assessment instruments used in the program.	A series of day long informational session were conducted at various regional offices in the state. Periodic presentations.
IN	Mathematics & Language Arts curriculum in service workshops	One Day Workshops
KS	Series of workshops on understanding, interpreting, and using test results.	Full day, 2 hour blocks for presentations. Special Ed and Title I were included.
KY	1) Teacher training program for scoring writing and math portfolios. 2) District Assessment Coordinator's meetings on assessment and accountability.	In some cases, Kentucky Educational Television programming.
LA	CRT- Information Sessions/ Train-the-Trainer through Regional Service Centers; NRT Informational	Regional, local inservices; video conferences

Part 1.7 What kind of professional development did your state provide to teachers about your statewide assessment program?

ST	Content	Format
MA	General informational sessions on MCAS designed for teachers, administrators, parents.	Typically standard presentation format with sample test questions used to generate discussion and portion of session reserved for questions and answers. NOTE: interactive professional development activities that are focused on using content standards and sample assessment tasks planned for 1997-98.
MD	MSPAP - understanding Maryland learning outcomes & using reports for school improvement purposes	2 day staff development
ME	A test administration workshop is conducted for local test coordinators for each grade level tested annually. The workshops are conducted over the state's ITV network which can be received in all schools. Also tapes of the workshops are available through the Maine State Library. Each spring, prior to the release of results reports, an interpretative workshop is conducted (using the ITV system) to help school personnel understand and use their results. Presentations about the MEA are usually included in major school board, school administrator, and teacher workshops or conferences.	The ITV system administration and interpretation workshops contain both a presentation of pertinent information and an opportunity for questions to be called in to the studio during the presentation. An 800 number is also available on a continuing basis for questions about test administration or test results.
MI	For all of the new MEAP tests, grades 5, 8, and 11, training was held to inform teams of educators from all regions of the state about the new tests - what they were like, what it might take to prepare students, how the tests were to be administered and how the tests were developed.	Trainer of Trainer Workshops, pretaped teleconferences, parent brochures
MN	All teachers have been training in the Standards Based classroom assessments.	1 Representative per district in the state is trained and is in-charge of training local teachers, principal study groups, and additional training upon request.
MO	Focused on learning how to develop and score performance assessments, as well as integrate them into the classroom. A district volunteers a senior leader who will go to the local regional center at a university and receive training in developing, scoring, and integrating performance assessments in the classroom. The senior leaders returns to the local district and trains a group of 8-10 teachers disbursed across elementary through high. This continues for six days across the school year on a monthly basis.	Distributed education activity across three years, named MAP.
MS	Assessment specific cause content and performance assessment administration training; use of assessment results	Hands-on trainer of trainers model, printed training material, black-line transparencies, manipulatives, and manuals
MT		
NC	On-going regional delivery of staff development on assessment is provided by the regional accountability coordinators. Each district and/or school is assigned to a region where they may participate in the services. A variety of assessment-related topics are covered to provide information on how to make use of the statewide assessment test results for instructional feedback and decision-making.	Information is provided at training sessions and workshops with handouts and other relevant materials provided during the session. A train-the-trainer model is sometimes used where training is provided at the district level with the expectation that training will subsequently be provided to school staff. Also, teachers are actively involved in item and test development as well as standard setting.

Part 1.7 What kind of professional development did your state provide to teachers about your statewide assessment program?

ST	Content	Format
ND	8 Regional Test-interpretation Workshops covering test score definitions and interpretation for School/Education Improvement on the CTBS/4, NAEP, ACT. We also included the status of the standards assessment development in North Dakota regarding: reading, writing, mathematics, science and social studies.	8 Regional Test-Interpretation Workshops (5 hours long) We provide a noon lunch, provide a history of testing in North Dakota, why we are testing, how to use and how not to use the results, have them look at their own results, have them ask questions and survey them on the workshop and the future of testing in North Dakota (see attached survey results). We also update participants regarding standards/assessment development and implementation. We also involve them in some activities in performance assessment.
NE		
NH	Regional meetings are held on assessment procedures and the interpretation and use of results. District workshops are held relative to making specific changes in curriculum and instructional programs.	Regional meetings - large group presentation with questions and answers. District workshops - interactive hands-on sessions.
NJ	training for test administration; training for score interpretation; HSPT workshops	1/2 day regional training sessions by department personnel
NM	Pretest/posttest ITBS workshops	Regional workshops during Spring 1997 around the state
NV	2. Train teachers to score 8th and 11th grade writing exams.	2. Lecture, guided practice, and on-the-job experience.
NY	In the year ahead we plan to start offering workshops on the nature of the new assessments and rating techniques.	
OH	1) Collection and dissemination of "Best Practices." 2) Administration, Interpretation, and Use of State-Developed Alternative Prototype Assessments 3) Curriculum, Instruction and Assessment Alignment using State Model Curricula Workshops, Summer Institutes, Regional Professional Development Center Sessions, State Conferences, Regional "Drive-In" Meetings, Print Material	
OK	Oklahoma's test results and ways to use test scores to improve instruction are provided to teacher groups across the state.	Large or small workshops
OR	Oregon provided an overview of the program that included purpose, format, etc. Also provided: test specifications/content standards; teacher support packets (scoring guides, samples of scored student products and commentary on reasons scores were given)	Video-tape, print
PA	Information about the content & format of reading, writing and math assessments; training in writing and scoring open-ended tasks	Handbooks, workshops
RI	Major efforts were on workshops to train teachers and administrators on new math performance exams.	1/2 day workshops for administrators -- in depth full day workshops for teachers
SC	For current tests - workshops for District Test Coordinators for administration information; for developing assessments - information workshops for teachers, administrators; item writing workshops for teachers (small groups, interactive)	Workshops for teachers administrators, local board members re-test data analysis.

Part 1.7 What kind of professional development did your state provide to teachers about your statewide assessment program?

ST	Content	Format
SD	Post-Test: Interpretative workshops and training on the new writing assessment. Pre-test: Prepare for testing of students.	Lecture, discussion and overview of state results and plans for testing.
TN	Score Interpretation; Diagnostic use of Results; Identification of instructional strengths & weaknesses; Holistic scoring; ;linking to School Improvement	Workshops are developed to meet the individual needs of schools and systems.
TX	Series of 8 television programs on assessment	State educational television network
UT	Annual update and training on new and existing state assessments w/district testing directors.	Onsite consultations as requested by districts. Various workshop presentations on assessment.
VA	Reading Comprehension, Writing, and Mathematics	The one-hour video featured language arts and mathematics consultants suggesting ways to help students learn what is tested on the LPT. It also includes a discussion of the individual student reports and how to use them.
VT	Math and Writing portfolios (4 hours each), English Language Arts	Interactive television. Net work meetings twice a year in 22 locations. Videotaped sessions provided to schools. VT assessment conference is videotaped.
WA	Staff development training: classroom based assessment focussed on curriculum standards; interpretation of assessment results	Trainer of trainer model: 15 regional teams (3 specialists: assessment, reading, math) trained during 3 day & 2 day sessions. These teams inturn are required to conduct local training sessions for school district teams.
WI	Series of workshops providing: Background-Purposes, S.118.38 Wis. Stats; Title I, IASA requirements; test content, reporting for students, schools, and accountability purposes.	12 regional, 4 hour workshops for District Assessment Coordinators and a grade level representative from each district
WV	Overview of new statewide assessment workshops -- sample question, question format	None the last two years because all components have been in place for at least three years.
WY	How to use rubics and interpret the results. "How to administer assessment" Title I IASA Implementation.	Simulations and guided practice. And individuals participate every year no matter what.

Part 1.8 With respect to *content standards*, at what stage of development is your state in each of the following areas?

ST	Eng	Rdg	Wtg	Mth	Sci	SS	Cvc	Geo	His	Art	Hea	PE	FLa	Emp	Tch	Oth
AK	3			3	3			3	3	3	3		3		3	3
AL	3	3	3	3	3	4				3	4	4				
AR	4	4	4	4	3	3			3	3	3	3	3	3		3
AZ	3	3	3	3	3	2				3	3	3	3	3	3	
CA	2	2	2	2	1	1										
CO		3	3	3	3		2	3	3	2		2	2			
CT	2			3	3	3				3	3	3		3	2	3
DE		3	3	3	3	3				2	1	1				
FL		3	3	3	3	3										
GA		3	3	3	3	3										
HI	3	3	3	3	3	3	3	3	3		3					
IA																
ID	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
IL	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	
IN	3	3	3	3												
KS		3	3	3	3	3										
KY		3	3	3	3	3				2	3	3	3	3		
LA	2	2	2	2	2	2				1	1	1	1	1		
MA	3			3	3	3				4	4		4			
MD	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	
ME	3	3	3	3	3	3	3	3	3	3	3	3	3			
MI	3	3	3	3	3	3										
MN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
MO	3	3	3	3	3	3	3	3	3	3	3	3				
MS	3	3	3	3	3	3	3	3	3	3	3	3		2	2	
MT		4	2	4	2						4				4	
NC	4	4	4	4	4	4	4	4	4	4	4	4		4	4	
ND	3	3	3		4	4	4	4	4	2	2	1				
NE	2	2	2	2	2	2				3	3		3			
NH		3	3	3	3	3				2				2		
NJ	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
NM																
NV																
NY	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
OH	3			3	3	3				3	2		3			
OK	3	3	3	3	3	3	3	3	3	3	3	3	3	0	3	3
OR		3	3	3	3		4	4	4	3			3	0	3	3
PA	2	2	2	2	2	2	2	2	2	2	2	2			2	
RI		3	3	3	3		2			2	3		1		3	3
SC	3	3	3	3	3	2	2	2	2	2	2	2		3		
SD	4	4	4	4	4	4	4	4	4	3	4	2	2	1	2	2
TN	2	2	2	2	2	2	2	2	2	2	2	2				
TX		3	3	3	3	3										

Eng = English
Rdg = Reading
Wtg = Writing
Mth = Math
Sci = Science
SS = Social Studies
Cvc = Civics
Geo = Geography

His = History
Art = Art
Hea = Health
PE = Physical Education
FLa = Foreign Language
Emp = Employability Skill
Tch = Technology
Oth = Other

1 = Planned
2 = In development
3 = Completed
4 = Revised
0 = Not planned at this time

Part 1.8 **With respect to *content standards*, at what stage of development is your state in each of the following areas?**

ST	Eng	Rdg	Wtg	Mth	Sci	SS	Cvc	Geo	His	Art	Hea	PE	FLa	Emp	Tch	Oth
UT		3	3	3	3	3	3	3	3	3	3	3	3			
VA	3	3	3	3	3				3						3	
VT	3	3	3	3	3	3	3	3	3	3	3	3		3	3	3
WA	3	3	3	3	3	3	3	3	3	3	3	3				
WI	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2
WV	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	
WY	3	3	3	3						3						3

Eng = English
Rdg = Reading
Wtg = Writing
Mth = Math
Sci = Science
SS = Social Studies
Cvc = Civics
Geo = Geography

His = History
Art = Art
Hea = Health
PE = Physical Education
FLa = Foreign Language
Emp = Employability Skill
Tch = Technology
Oth = Other

1 = Planned
2 = In development
3 = Completed
4 = Revised
0 = Not planned at this time

Part 1.10 **Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTE's) worked on the assessment programs described in this survey, plus any related development projects, during 1996-97?**

Part 1.11 **Indicate the total budget for the 1996-97 administration of the assessment programs described in this survey, plus any related development projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.**

ST	Professional FTEs	Support FTEs	Total Budget
AK	1	0.5	$100,000
AL	5	2	$3,300,000
AR	3	1	
AZ	2	1	
CA	NA	NA	
CO	3	1	$1,800,000
CT	9	2	$3,849,831
DE	6	4	
FL	8	1	
GA	9	3	$7,110,802
HI	4	2	$495,000
IA	1	0	
ID	0.5	0.5	$948,000
IL	11	2	$5,740,000
IN	4	2	$14,000,000
KS	1	1.5	$862,000
KY	34	8	$8,100,000
LA	9	3	$1,523,584
MA	5	1.5	$6,350,000
MD	0	0	
ME	1	0	
MI	10	7	
MN	3	2	$1,200,000
MO	5	2	$4,000,000
MS	5	3	$4,257,543
MT	0.5	1	$150,000
NC	9	1	$5,686,641
ND	1.5	1.5	$560,000
NE	0	0	$150,000
NH	1.7	0.3	$2,000,000
NJ	12.5	4	$7,300,000
NM	2	0	
NV	3	3	$1,328,939
NY	15.5	17	
OH	7	2	$10,000,000
OK	5	2	$2,875,478
OR	8	5	$2,840,000
PA	11	2	$3,000,000
RI	4.5	1	$1,600,000
SC	8	3	$3,616,175
SD	0.5	0.1	$225,000
TN	2	1	$2,750,000

Part 1.10 **Counting only permanent SEA employees assigned to your state's assessment unit, how many full-time equivalents (FTE's) worked on the assessment programs described in this survey, plus any related development projects, during 1996-97?**

Part 1.11 **Indicate the total budget for the 1996-97 administration of the assessment programs described in this survey, plus any related development projects. Include all internal and external costs, such as staffing, travel, contractual, and other costs in your estimate.**

ST	Professional FTEs	Support FTEs	Total Budget
TX	26	4	$23,600,000
UT	3	3.5	
VA	5	3	$5,019,369
VT	3	0.5	$900,000
WA	6	4	$6,000,000
WI	6	2	$2,000,000
WV	4	4	$1,000,000
WY	0.2	0.3	$100,000

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
AK	Mathematics	Short-answer	4, 9, 12	Plan to develop	Not available/secured
AK	Writing	Extended response	5, 7, 10	Piloted, being refined	Some are available
AL	Mathematics	MC, multiple correct response	9, 10	Ready for use	Not available/secured
AL	Mathematics	Short-answer	9,10	Ready for use	Not available/secured
AL	Mathematics	Extended response	7-12	Completed development	Not available/secured
AL	Writing	Extended response	5, 7	Ready for use	May be examined but not used
AL	Writing	Hands-on performance tasks	5, 7	Piloted, being refined	Not available/secured
AR	Mathematics	MC, multiple correct response	4,5,7,8,10,11,12	Completed development	Not available/secured
AR	Mathematics	MC, with student explanation	4,5,7,8,10,11,12	Ready for use	Not available/secured
AR	Reading	MC, multiple correct response	4,5,7,8,10,11,12	Completed development	Not available/secured
AR	Reading	Short-answer	4,5,7,8,10,11,12	Ready for use	Not available/secured
AR	Reading	Extended response	4,5,7,8,10,11,12		Not available/secured
AR	Science	MC, multiple correct response	5,7,10	Ready for use	Not available/secured
AR	Social Studies	MC, multiple correct response	5,7,10	Ready for use	Not available/secured
AR	Writing	Extended response	4,5,7,8,10,11,12	Completed development	Not available/secured
AR	Writing	Extended response	4,5,7,8,10,11,12	Ready for use	Not available/secured
AZ	Mathematics	Short-answer	3,5,8, 10-12	Plan to develop	Not available/secured
AZ	Mathematics	Extended response	3,5,8, 10-12	Plan to develop	Not available/secured
AZ	Reading	Short-answer	3,5,8 10-12	Plan to develop	Not available/secured
AZ	Reading	Extended response	3,5,8, 10-12	Plan to develop	Not available/secured
AZ	Writing	Short-answer	3,5,8, 10-12	Plan to develop	Not available/secured
AZ	Writing	Extended response	3,5,8, 10-12	Plan to develop	Not available/secured

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
CA	Career, Vocational Education	Short-answer	9-12	Begun development	Not available/secured
CA	Career, Vocational Education	Short-answer	9-12	Piloted, being refined	Not available/secured
CA	Career, Vocational Education	Extended response	9-12	Begun development	Not available/secured
CA	Career, Vocational Education	Extended response	9-12	Piloted, being refined	Not available/secured
CA	Career, Vocational Education	Projects, exhibitions, demonstrations	9-12	Begun development	Not available/secured
CA	Career, Vocational Education	Projects, exhibitions, demonstrations	9-12	Piloted, being refined	Not available/secured
CA	Civics	Short-answer	12	Begun development	Not available/secured
CA	Civics	Short-answer	12	Completed development	Not available/secured
CA	Civics	Short-answer	12	Piloted, being refined	Not available/secured
CA	Civics	Short-answer	12	Ready for use	Not available/secured
CA	Civics	Extended response	12	Begun development	Not available/secured
CA	Civics	Extended response	12	Completed development	Not available/secured
CA	Civics	Extended response	12	Piloted, being refined	Not available/secured
CA	Civics	Extended response	12	Ready for use	Not available/secured
CA	Economics	Short-answer	12	Begun development	Not available/secured
CA	Economics	Short-answer	12	Completed development	Not available/secured
CA	Economics	Short-answer	12	Piloted, being refined	Not available/secured
CA	Economics	Short-answer	12	Ready for use	Not available/secured
CA	Economics	Extended response	12	Begun development	Not available/secured
CA	Economics	Extended response	12	Completed development	Not available/secured
CA	Economics	Extended response	12	Piloted, being refined	Not available/secured
CA	Economics	Extended response	12	Ready for use	Not available/secured

Part 2.1.1 If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.

ST	Subject	Exercise Type	Grades Served	Status	Availability
CA	History	Short-answer	11-12	Begun development	Not available/secured
CA	History	Short-answer	11-12	Completed development	Not available/secured
CA	History	Short-answer	11-12	Piloted, being refined	Not available/secured
CA	History	Short-answer	11-12	Ready for use	Not available/secured
CA	History	Extended response	11-12	Begun development	Not available/secured
CA	History	Extended response	11-12	Completed development	Not available/secured
CA	History	Extended response	11-12	Piloted, being refined	Not available/secured
CA	History	Extended response	11-12	Ready for use	Not available/secured
CA	Mathematics	Short-answer	9-12	Begun development	Not available/secured
CA	Mathematics	Short-answer	9-12	Completed development	Not available/secured
CA	Mathematics	Short-answer	9-12	Piloted, being refined	Not available/secured
CA	Mathematics	Short-answer	9-12	Ready for use	Not available/secured
CA	Mathematics	Extended response	9-12	Begun development	Not available/secured
CA	Mathematics	Extended response	9-12	Completed development	Not available/secured
CA	Mathematics	Extended response	9-12	Piloted, being refined	Not available/secured
CA	Mathematics	Extended response	9-12	Ready for use	Not available/secured
CA	Reading	Short-answer	10-11	Plan to develop	Not available/secured
CA	Reading	Short-answer	10-11	Funded, not started	Not available/secured
CA	Reading	Extended response	10-11	Plan to develop	Not available/secured
CA	Reading	Extended response	10-11	Funded, not started	Not available/secured
CA	Scence	Extended response	9-12	Completed development	Not available/secured

Part 2.1.1 If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.

ST	Subject	Exercise Type	Grades Served	Status	Availability
CA	Science	Short-answer	9-12	Begun development	Not available/secured
CA	Science	Short-answer	9-12	Completed development	Not available/secured
CA	Science	Short-answer	9-12	Piloted, being refined	Not available/secured
CA	Science	Short-answer	9-12	Ready for use	Not available/secured
CA	Science	Extended response	9-12	Begun development	Not available/secured
CA	Science	Extended response	9-12	Completed development	Not available/secured
CA	Science	Extended response	9-12	Piloted, being refined	Not available/secured
CA	Science	Extended response	9-12	Ready for use	Not available/secured
CA	Writing	Extended response	10-11	Begun development	Not available/secured
CA	Writing	Extended response	10-11	Completed development	Not available/secured
CA	Writing	Extended response	10-11	Piloted, being refined	Not available/secured
CA	Writing	Extended response	10-11	Ready for use	Not available/secured
CO	Mathematics	Short-answer	5, 8	Plan to develop	Not available/secured
CO	Mathematics	Extended response	5, 8	Plan to develop	Not available/secured
CO	Reading	Short-answer	3, 4	Completed development	Not available/secured
CO	Reading	Extended response	3, 4	Completed development	Not available/secured
CO	Science	Short-answer	8	Plan to develop	Not available/secured
CO	Science	Extended response	8	Plan to develop	Not available/secured
CO	Writing	Short-answer	4	Completed development	Not available/secured
CO	Writing	Extended response	4	Completed development	Not available/secured
CT	Mathematics	MC, multiple correct response	4, 6, 8	Ready for use	May be examined but not used
CT	Mathematics	MC, with student explanation	4, 6, 8	Ready for use	May be examined but not used
CT	Mathematics	Short-answer	4, 6, 8, 10	Ready for use	May be examined but not used

Part 2.1.1 If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.

ST	Subject	Exercise Type	Grades Served	Status	Availability
CT	Other language arts	MC, multiple correct response	4, 6, 8, 10	Ready for use	May be examined but not used
CT	Other language arts	MC, with student explanation	4, 6, 8	Ready for use	May be examined but not used
CT	Other language arts	Short-answer	4, 6, 8	Ready for use	May be examined but not used
CT	Reading	MC, multiple correct response	4, 6, 8	Ready for use	May be examined but not used
CT	Reading	MC, with student explanation	4, 6, 8	Ready for use	May be examined but not used
CT	Reading	Short-answer	4, 6, 8	Ready for use	May be examined but not used
CT	Reading	Extended response	4, 6, 8, 10	Ready for use	May be examined but not used
CT	Reading	Hands-on performance tasks	10	Ready for use	Some are available
CT	Science	MC, multiple correct response	10	Ready for use	May be examined but not used
CT	Science	Short-answer	10	Ready for use	May be examined but not used
CT	Science	Hands-on performance tasks	10	Ready for use	May be examined but not used
CT	Writing	MC, multiple correct response	4, 6, 8	Ready for use	May be examined but not used
CT	Writing	MC, with student explanation	4, 6, 8	Ready for use	May be examined but not used
CT	Writing	Short-answer	4, 6, 8, 10	Ready for use	May be examined but not used
CT	Writing	Extended response	4, 6, 8, 10	Ready for use	May be examined but not used
DE	Mathematics	Short-answer	3, 5, 8, 10	Piloted, being refined	Some are available
DE	Mathematics	Extended response	3, 5, 8, 10	Piloted, being refined	Some are available
DE	Reading	MC, multiple correct response	3, 5, 8, 10	Piloted, being refined	Some are available
DE	Reading	Short-answer	3, 5, 8, 10	Piloted, being refined	Some are available
DE	Reading	Extended response	3, 5, 8, 10	Piloted, being refined	Some are available
DE	Science	Short-answer	3, 5, 8, 11	Completed development	Not available/secured
DE	Science	Extended response	3, 5, 8, 11	Completed development	Not available/secured
DE	Social studies	Short-answer	3, 5, 8, 11	Completed development	Not available/secured
DE	Social studies	Extended response	3, 5, 8, 11	Completed development	Not available/secured

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
DE	Writing	Extended response	3, 5, 8, 10	Begun development	Not available/secured
DE	Writing	Extended response	3, 5, 8, 10	Ready for use	Some are available
FL	Mathematics	MC, multiple correct response	5, 8, 10	Piloted, being refined	Not available/secured
FL	Mathematics	Short-answer	5, 8, 10	Piloted, being refined	Not available/secured
FL	Mathematics	Extended response	5, 8, 10	Piloted, being refined	Not available/secured
FL	Mathematics	Other	5, 8, 10	Piloted, being refined	Not available/secured
FL	Reading	MC, multiple correct response	4, 8, 10	Piloted, being refined	Not available/secured
FL	Reading	Short-answer	4, 8, 10	Piloted, being refined	Not available/secured
FL	Reading	Extended response	4, 8, 10	Piloted, being refined	Not available/secured
FL	Writing	Extended response	4, 8, 10	Ready for use	Not available/secured
GA	Science	MC, with student explanation	11	Piloted, being refined	Not available/secured
GA	Writing	Observation	11, 12	Ready for use	
GA	Writing	Hands-on performance tasks	3, 5, 8, 11	Ready for use	
GA	Writing	Projects, exhibitions, demonstrations	3, 5, 8, 11	Ready for use	
GA	Writing	Computer adaptive assessment	3, 5, 8, 11	Ready for use	
HI					
IA					
ID	Mathematics	Extended response	4 & 8	Piloted, being refined	Some are available
ID	Mathematics	Hands-on performance tasks	4 & 8	Piloted, being refined	Some are available
ID	Science	Hands-on performance tasks	6 & 10	Plan to develop	Not available/secured
ID	Writing	Extended response	4, 8 & 11	Piloted, being refined	Some are available
ID	Writing	Hands-on performance tasks	4, 8 & 11	Piloted, being refined	Some are available

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
IL	Civics	Short-answer	4-12	Ready for use	Some are available
IL	Civics	Extended response	4-12	Ready for use	Some are available
IL	Civics	Hands-on performance tasks	4-12	Ready for use	Some are available
IL	Civics	Projects, exhibitions, demonstrations	4-12	Ready for use	Some are available
IL	Dance	Hands-on performance tasks	1-12	Begun development	All available after use
IL	Dance	Projects, exhibitions, demonstrations	1-12	Begun development	All available after use
IL	Dance	Projects, exhibitions, demonstrations	4-12	Ready for use	Some are available
IL	Dance	Gridded response	1-12	Begun development	All available after use
IL	Economics	Short-answer	4-12	Ready for use	Some are available
IL	Economics	Extended response	4-12	Ready for use	Some are available
IL	Economics	Hands-on performance tasks	4-12	Ready for use	Some are available
IL	Geography	Short-answer	4-12	Piloted, being refined	All available after use
IL	Geography	Extended response	4-12	Piloted, being refined	All available after use
IL	Geography	Hands-on performance tasks	4-12	Piloted, being refined	All available after use
IL	Geography	Projects, exhibitions, demonstrations	4-12	Piloted, being refined	All available after use
IL	History	Short-answer	4-12	Ready for use	Some are available
IL	History	Extended response	4-12	Ready for use	Some are available
IL	History	Hands-on performance tasks	4-12	Ready for use	Some are available
IL	History	Projects, exhibitions, demonstrations	4-12	Ready for use	Some are available
IL	Mathematics	Short-answer	1-12	Piloted, being refined	Some are available
IL	Mathematics	Short-answer	1-12	Ready for use	Some are available
IL	Mathematics	Observation	1-12	Piloted, being refined	Some are available
IL	Mathematics	Observation	1-12	Ready for use	Some are available
IL	Music	Gridded response	1-12	Begun development	Some are available
IL	Music	Gridded response	1-12	Ready for use	Some are available

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
IL	Reading	Hands-on performance tasks	3, 6, 8, 10	Ready for use	Some are available
IL	Science	Projects, exhibitions, demonstrations	1-12	Begun development	All available after use
IL	Theater	Hands-on performance tasks	1-12	Begun development	All available after use
IL	Theatre	Gridded response	1-12	Begun development	All available after use
IL	Visual Arts	MC, multiple correct response	5, 8, 11	Ready for use	Some are available
IL	Writing	Extended response	3, 6, 8, 10	Ready for use	Not available/secured
IN	Mathematics	MC, multiple correct response	3, 6, 8, 10	Ready for use	Some are available
IN	Mathematics	Short-answer	3, 6, 8, 10	Ready for use	Some are available
IN	Reading	MC, multiple correct response	3, 6, 8, 10	Ready for use	Some are available
IN	Writing	Extended response	3, 6, 8, 10	Ready for use	Some are available
KS	Mathematics	MC, multiple correct response	4, 7, 10	Completed development	Not available/secured
KS	Mathematics	Short-answer	4, 7, 10	Completed development	Not available/secured
KS	Mathematics	Extended response	4, 7, 10	Completed development	Not available/secured
KS	Reading	MC, multiple correct response	3, 7, 10	Completed development	Not available/secured
KS	Reading	Short-answer	3, 7, 10	Completed development	Not available/secured
KS	Science	MC, multiple correct response	5, 8, 10	Ready for use	Not available/secured
KS	Science	Extended response	5, 8, 10	Completed development	Not available/secured
KS	Science	Hands-on performance tasks	5, 8, 10	Completed development	Not available/secured
KS	Science	Projects, exhibitions, demonstrations	5, 8, 10	Completed development	Not available/secured
KS	Socail Studies	Extended response	5, 8, 11	Piloted, being refined	Not available/secured

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
KS	Social Studies	MC, multiple correct response	5, 8, 11	Piloted, being refined	Not available/secured
KS	Social Studies	Hands-on performance tasks	5, 8, 11	Piloted, being refined	Not available/secured
KS	Social Studies	Projects, exhibitions, demonstrations	5, 8, 11	Piloted, being refined	Not available/secured
KS	Writing	Extended response	5, 8, 10	Completed development	Not available/secured
KY	Career, vocational education	MC, multiple correct response	5,8,11	Ready for use	Some are available
KY	Career, vocational education	Extended response	5,8,11	Ready for use	Some are available
KY	Civics	MC, multiple correct response	5,8,11	Ready for use	Some are available
KY	Civics	Extended response	5,8,11	Ready for use	Some are available
KY	Dance	MC, multiple correct response	5,8,11	Ready for use	Some are available
KY	Dance	Extended response	5,8,11	Ready for use	Some are available
KY	Economics	MC, multiple correct response	5,8,11	Ready for use	Some are available
KY	Economics	Extended response	5,8,11	Ready for use	Some are available
KY	Employability skills	MC, multiple correct response	5,8,11	Ready for use	Some are available
KY	Employability skills	Extended response	5,8,11	Ready for use	Some are available
KY	Geography	MC, multiple correct response	5,8,11	Ready for use	Some are available
KY	Geography	Extended response	5,8,11	Ready for use	Some are available
KY	Health education	MC, multiple correct response	5,8,11	Ready for use	Some are available
KY	Health education	Extended response	5,8,11	Ready for use	Some are available
KY	History	MC, multiple correct response	5,8,11	Ready for use	Some are available
KY	History	Extended response	5,8,11	Ready for use	Some are available
KY	Mathematics	MC, multiple correct response	5,8,12	Ready for use	Some are available
KY	Mathematics	Extended response	5,8,12	Ready for use	Some are available

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
KY	Music	MC, multiple correct response	5,8,11	Ready for use	Some are available
KY	Music	Extended response	5,8,11	Ready for use	Some are available
KY	Physical education	MC, multiple correct response	5,8,11	Ready for use	Some are available
KY	Physical education	Extended response	5,8,11	Ready for use	Some are available
KY	Reading	MC, multiple correct response	4,7,11	Ready for use	Not available/secured
KY	Reading	Extended response	4,7,11	Ready for use	Some are available
KY	Science	MC, multiple correct response	4,7,11	Ready for use	Some are available
KY	Science	Extended response	4,7,11	Ready for use	Some are available
KY	Social studies	MC, multiple correct response	5,7,11	Ready for use	Some are available
KY	Social studies	Extended response	5,8,11	Ready for use	Some are available
KY	Theater	MC, multiple correct response	5,8,11	Ready for use	Not available/secured
KY	Theater	Extended response	5,8,11	Ready for use	Some are available
KY	Visual arts	MC, multiple correct response	5,8,11	Ready for use	Some are available
KY	Visual arts	Extended response	5,8,11	Ready for use	Some are available
KY	Writing	Extended response	4,7,12	Ready for use	Some are available
KY	Writing	Portfolio or learning record	4,7,12	Ready for use	Some are available
LA	Mathematics	MC, multiple correct response	4, 8	Begun development	
LA	Mathematics	Short-answer	4, 8	Begun development	Not available/secured
LA	Mathematics	Extended response	4, 8	Funded, not started	
LA	Other Language Arts	MC, multiple correct response	4, 8	Begun development	
LA	Other Language Arts	Short-answer	4, 8	Begun development	
LA	Other Language Arts	Extended response	4, 8	Begun development	

Part 2.1.1 If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.

ST	Subject	Exercise Type	Grades Served	Status	Availability
LA	Reading	MC, multiple correct response	4, 8	Begun development	
LA	Reading	Short-answer	4, 8	Begun development	
LA	Reading	Extended response	4, 8	Begun development	
LA	Science			Plan to develop	
LA	Social Studies			Plan to develop	
LA	Writing	MC, multiple correct response	4, 8	Begun development	
LA	Writing	Extended response	4, 8	Begun development	
MA	Dance	Extended response	4, 8, 10	Begun development	All available after use
MA	Foreign languages	Extended response	4, 8, 10	Begun development	All available after use
MA	Health education	Extended response	4, 8, 10	Begun development	All available after use
MA	History	Extended response	4, 8, 10	Begun development	Not available/secured
MA	Mathematics	Short-answer	4, 8, 10	Piloted, being refined	Some are available
MA	Music	Extended response	4, 8, 10	Begun development	All available after use
MA	Reading	Extended response	4, 8, 10	Begun development	Not available/secured
MA	Science	Extended response	4, 8, 10	Begun development	Not available/secured
MA	Social studies	Extended response	4, 8, 10	Begun development	Not available/secured
MA	Theater	Extended response	4, 8, 10	Begun development	All available after use
MA	Visual arts	Extended response	4, 8, 10	Begun development	All available after use
MA	Writing	Extended response	4, 8, 10	Begun development	Not available/secured

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
MD	Mathematics	MC, with student explanation	3, 5, 8	Ready for use	All are available
MD	Mathematics	Short-answer	3, 5, 8	Ready for use	All are available
MD	Reading	MC, with student explanation	3, 5, 8	Ready for use	All are available
MD	Reading	Short-answer	3, 5, 8	Ready for use	All are available
MD	Science	MC, with student explanation	3, 5, 8	Ready for use	All are available
MD	Science	Short-answer	3, 5, 8	Ready for use	All are available
MD	Social Studies	MC, with student explanation	3, 5, 8	Ready for use	All are available
MD	Social Studies	Short-answer	3, 5, 8	Ready for use	All are available
MD	Writing	Short-answer	3, 5, 8	Ready for use	All are available
MD	Writing	Extended response	3, 5, 8	Ready for use	All are available
ME	Arts & Humanities	Extended response	4, 8, 11		Some are available
ME	Health	Extended response	4, 8		Some are available
ME	Mathematics	Extended response	4, 8, 11		Some are available
ME	Reading	Extended response	4, 8, 11		Some are available
ME	Science	Extended response	4, 8, 11		Some are available
ME	Social Studies	Extended response	4, 8, 11		Some are available
ME	Writing	Extended response	4, 8, 11		Some are available
MI	Employability Skills	Portfolio or learning record	High School		
MI	Mathematics	Short-answer	11	Ready for use	Some are available
MI	Reading	Extended response	11	Ready for use	Some are available

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
MI	Science	Short-answer	5, 8, 11	Ready for use	Some are available
MI	Social Studies	Short-answer	5, 8, 11	Begun development	
MI	Writing	Extended response	5, 8, 11	Ready for use	Some are available
MN	Career, vocational education	Hands-on performance tasks	K-12	Completed development	All are available
MN	Civics	Hands-on performance tasks	K-12	Completed development	All are available
MN	Dance	Hands-on performance tasks	K-12	Completed development	All are available
MN	Economics	Hands-on performance tasks	K-12	Completed development	All are available
MN	Employability skills	Hands-on performance tasks	K-12	Completed development	All are available
MN	Foreign languages	Hands-on performance tasks	K-12	Completed development	All are available
MN	Geography	Hands-on performance tasks	K-12	Completed development	All are available
MN	Health education	Hands-on performance tasks	K-12	Completed development	All are available
MN	History	Hands-on performance tasks	K-12	Completed development	All are available
MN	Mathematics	Hands-on performance tasks	K-12	Completed development	All are available
MN	Music	Hands-on performance tasks	K-12	Completed development	All are available
MN	Other language arts	Hands-on performance tasks	K-12	Completed development	All are available
MN	Physical education	Hands-on performance tasks	K-12	Completed development	All are available
MN	Reading	Hands-on performance tasks	K-12	Completed development	All are available
MN	Science	Hands-on performance tasks	K-12	Completed development	All are available

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
MN	Social studies	Hands-on performance tasks	K-12	Completed development	All are available
MN	Theater	Hands-on performance tasks	K-12	Completed development	All are available
MN	Visual arts	Hands-on performance tasks	K-12	Completed development	All are available
MN	Writing	Hands-on performance tasks	K-12	Completed development	All are available
MO	Civics	Short-answer	4, 8, 11	Begun development	Some are available
MO	Civics	Extended response	4, 8, 11	Begun development	Some are available
MO	Dance	Short-answer	4, 8, 11	Begun development	Some are available
MO	Dance	Extended response	4, 8, 11	Begun development	Some are available
MO	Economics	Short-answer	4, 8, 11	Begun development	Some are available
MO	Economics	Extended response	4, 8, 11	Begun development	Some are available
MO	Geography	Short-answer	4, 8, 11	Begun development	Some are available
MO	Geography	Extended response	4, 8, 11	Begun development	Some are available
MO	Health education	Short-answer	4, 8, 11	Begun development	Some are available
MO	Health education	Extended response	4, 8, 11	Begun development	Some are available
MO	History	Short-answer	4, 8, 11	Begun development	Some are available
MO	History	Extended response	4, 8, 11	Begun development	Some are available
MO	Mathematics	Short-answer	4, 8, 10	Completed development	Some are available
MO	Mathematics	Extended response	4, 8, 10	Completed development	Some are available
MO	Music	Short-answer	4, 8, 11	Begun development	Some are available
MO	Music	Extended response	4, 8, 11	Begun development	Some are available
MO	Physical education	Short-answer	4, 8, 11	Begun development	Some are available
MO	Physical education	Extended response	4, 8, 11	Begun development	Some are available

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
MO	Reading	Short-answer	3, 7, 11	Completed development	Some are available
MO	Reading	Extended response	3, 7, 11	Completed development	Some are available
MO	Science	Short-answer	3, 7, 10	Completed development	Some are available
MO	Science	Extended response	3, 7, 10	Completed development	Some are available
MO	Social studies	Short-answer	4, 8, 11	Begun development	Some are available
MO	Social studies	Extended response	4, 8, 11	Begun development	Some are available
MO	Theater	Short-answer	4, 8, 11	Begun development	Some are available
MO	Theater	Extended response	4, 8, 11	Begun development	Some are available
MO	Visual arts	Short-answer	4, 8, 11	Begun development	Some are available
MO	Visual arts	Extended response	4, 8, 11	Begun development	Some are available
MO	Writing	Short-answer	3, 7, 11	Completed development	Some are available
MO	Writing	Extended response	3, 7, 11	Completed development	Some are available
MS	Algebra I	MC, with student explanation	Enrolled Students	Completed development	Not available/secured
MS	Employability skills-NOCTI	Hands-on performance tasks	9-12	Ready for use	Not available/secured
MS	Mathematics	Short-answer	4-9	Ready for use	Not available/secured
MS	Mathematics	Extended response	4-9	Ready for use	Not available/secured
MS	Other language arts-Integrated	Short-answer	4-9	Ready for use	Not available/secured
MS	Other language arts-Integrated	Extended response	4-9	Ready for use	Not available/secured
MS	Reading	Short-answer	4-9	Ready for use	Not available/secured
MS	Reading	Extended response	4-9	Ready for use	Not available/secured
MS	U.S. History	MC, with student explanation	Enrolled students	Completed development	Not available/secured
MT					

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
NC					
ND	Mathematics	Short-answer	4, 8, 12	Plan to develop	
ND	Mathematics	Extended response	4, 8, 12	Plan to develop	
ND	Writing	Short-answer	4, 8, 12	Completed development	Not available/secured
ND	Writing	Extended response	4, 8, 12	Completed development	Not available/secured
NE					
NH	Civics	Extended response	6, 10	Ready for use	Some are available
NH	Economics	Extended response	6, 10	Ready for use	Some are available
NH	Geography	Extended response	6, 10	Ready for use	Some are available
NH	History	Extended response	6, 10	Ready for use	Some are available
NH	Language Arts	Extended response	3, 6, 10	Ready for use	Some are available
NH	Math	Extended response	3, 6, 10	Ready for use	Some are available
NH	Reading	Extended response	3, 6, 10	Ready for use	Some are available
NH	Science	Extended response	6, 10	Ready for use	Some are available
NH	Social Studies	Extended response	6, 10	Ready for use	Some are available
NH	Writing	Extended response	3, 6, 10	Ready for use	Some are available
NJ	Mathematics	Short-answer	4, 8, 11	Completed development	Not available/secured
NJ	Mathematics	Extended response	4, 8, 11	Completed development	Not available/secured
NJ	Reading	Short-answer	4, 8, 11	Completed development	Not available/secured
NJ	Reading	Extended response	4, 8, 11	Completed development	Not available/secured

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
NJ	Science	Short-answer	4, 8	Completed development	Not available/secured
NJ	Science	Extended response	4, 8	Completed development	Not available/secured
NJ	Writing	Short-answer	4, 8, 11	Completed development	Not available/secured
NJ	Writing	Extended response	4, 8, 11	Completed development	Not available/secured
NM	Civics	Short-answer	10	Ready for use	Not available/secured
NM	Civics	Extended response	10	Ready for use	Not available/secured
NM	Economics	Short-answer	10	Ready for use	Not available/secured
NM	Economics	Extended response	10	Ready for use	Not available/secured
NM	Geography	Short-answer	10	Ready for use	Not available/secured
NM	Geography	Extended response	10	Ready for use	Not available/secured
NM	History	Short-answer	10	Ready for use	Not available/secured
NM	History	Extended response	10	Ready for use	Not available/secured
NM	Mathematics	Short-answer	10	Ready for use	Not available/secured
NM	Mathematics	Extended response	10	Ready for use	Not available/secured
NM	Other language arts	Short-answer	10	Ready for use	Not available/secured
NM	Other language arts	Extended response	10	Ready for use	Not available/secured
NM	Reading	Short-answer	10	Ready for use	Not available/secured
NM	Reading	Extended response	10	Ready for use	Not available/secured
NM	Science	Short-answer	10	Ready for use	Not available/secured
NM	Science	Extended response	10	Ready for use	Not available/secured
NM	Social studies	Short-answer	10	Ready for use	Not available/secured
NM	Social studies	Extended response	10	Ready for use	Not available/secured
NM	Writing	Extended response	10	Ready for use	Not available/secured

Part 2.1.1 If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.

ST	Subject	Exercise Type	Grades Served	Status	Availability
NV	Writing	Portfolio or learning record	4,6,8	Ready for use	All are available
NY	Foreign Languages	Hands-on performance tasks	8,11	Ready for use	All are available
NY	History	Short-answer	10,11	Ready for use	All are available
NY	History	Extended response	10,11	Ready for use	All are available
NY	Mathematics	Short-answer	9,10,11,12	Ready for use	All are available
NY	Mathematics	Extended response	9,10,11,12	Ready for use	All are available
NY	Science	Short-answer	4,9,10,11,12	Ready for use	All are available
NY	Science	Extended response	4,9,10,11,12	Ready for use	All are available
NY	Science	Hands-on performance tasks	4,9,10,11,12	Ready for use	All are available
NY	Science	Portfolio or learning record	4,9,10,11,12	Ready for use	All are available
NY	Science	Projects, exhibitions, demonstrations	4,9,10,11,12	Ready for use	All are available
NY	Social Studies	Observation	6,8	Ready for use	All are available
NY	Social Studies	Hands-on performance tasks	6,8	Ready for use	All are available
NY	Social Studies	Portfolio or learning record	6,8	Ready for use	All are available
NY	Social Studies	Projects, exhibitions, demonstrations	6,8	Ready for use	All are available
NY	Social Studies	Computer adaptive assessment	6,8	Ready for use	All are available
NY	Writing	Short-answer	5,8,9,11	Ready for use	All are available
NY	Writing	Extended response	5,8,9,11	Ready for use	All are available
OH	Mathematics	MC, multiple correct response	4,6,9,12	Ready for use	Not available/secured
OH	Mathematics	Short-answer	4,6,9,12	Ready for use	Not available/secured
OH	Mathematics	Extended response	4,6	Ready for use	Not available/secured
OH	Mathematics	Gridded response	12	Ready for use	Not available/secured

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
OH	Other: Math, R/W, Sc, Soc. Studies	Short-answer	1, 2, 3, 5, 7	Ready for use	All available after use
OH	Other: Math, R/W, Sc, Soc. Studies	Extended response	1,2,3,5,7	Ready for use	All available after use
OH	Other: Math, R/W, Sc, Soc. Studies	Observation	1,2,3,5,7	Ready for use	All available after use
OH	Other: Math, R/W, Sc, Soc. Studies	Projects, exhibitions, demonstrations	1,2,3,5,7	Ready for use	All available after use
OH	Reading	MC, multiple correct response	4,6,9,12	Ready for use	Not available/secured
OH	Reading	Short-answer	4, 6	Ready for use	Not available/secured
OH	Reading	Extended response	4,6	Ready for use	Not available/secured
OH	Science	MC, multiple correct response	4,6,9,12	Ready for use	Not available/secured
OH	Science	Short-answer	4, 6	Ready for use	Not available/secured
OH	Science	Extended response	4,6	Ready for use	Not available/secured
OH	Social studies/Citizenship	MC, multiple correct response	4,6,9,12	Ready for use	Not available/secured
OH	Social studies/Citizenship	Short-answer	4, 6	Ready for use	Not available/secured
OH	Social studies/Citizenship	Extended response	4,6	Ready for use	Not available/secured
OH	Writing	Extended response	4, 6, 9, 12	Ready for use	Not available/secured
OK	Writing	Extended response	5, 8, 11	Ready for use	Not available/secured
OR	Mathematics	Extended response	5, 8, 10	Ready for use	All available after use
OR	Other L.A. (Speaking)	Observation	5,8,10	Ready for use	All are available
OR	Reading	MC, with student explanation	3,5,8,10	Piloted, being refined	May be examined but not used
OR	Reading	Short-answer	3,5,8,10	Piloted, being refined	May be examined but not used
OR	Science	MC, with student explanation	5,8,10	Piloted, being refined	May be examined but not used
OR	Science	Short-answer	5,8,10	Piloted, being refined	May be examined but not used
OR	Writing	Extended response	3, 5, 8, 10	Ready for use	All available after use

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
PA	Civics/Gov't	MC, multiple correct response	6, 9, 11	Begun development	Not available/secured
PA	Civics/Gov't	Short-answer	6, 9, 11	Begun development	Not available/secured
PA	Civics/Gov't	Extended response	6, 9, 11	Begun development	Not available/secured
PA	Dance	Extended response	4, 7, 10	Begun development	Not available/secured
PA	Dance	Hands-on performance tasks	4, 7, 10	Begun development	Not available/secured
PA	Economics	MC, multiple correct response	6, 9, 11	Begun development	Not available/secured
PA	Economics	Short-answer	6, 9, 11	Begun development	Not available/secured
PA	Economics	Extended response	6, 9, 11	Begun development	Not available/secured
PA	Geography	MC, multiple correct response	6, 9, 11	Begun development	Not available/secured
PA	Geography	Short-answer	6, 9, 11	Begun development	Not available/secured
PA	Geography	Extended response	6, 9, 11	Begun development	Not available/secured
PA	History	MC, multiple correct response	6, 9, 11	Begun development	Not available/secured
PA	History	Short-answer	6, 9, 11	Begun development	Not available/secured
PA	History	Extended response	6, 9, 11	Begun development	Not available/secured
PA	Mathematics	Extended response	5, 8, 11	Ready for use	Not available/secured
PA	Music	Extended response	4, 7, 10	Begun development	Not available/secured
PA	Music	Hands-on performance tasks	4, 7, 10	Begun development	Not available/secured
PA	Reading	MC, multiple correct response	11	Ready for use	Not available/secured
PA	Reading	Extended response	5, 8, 11	Ready for use	Not available/secured
PA	Science	MC, multiple correct response	4, 7, 10	Begun development	Not available/secured
PA	Science	Short-answer	4, 7, 10	Begun development	Not available/secured
PA	Science	Extended response	4, 7, 10	Begun development	Not available/secured

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
PA	Social Studies	MC, multiple correct response	6, 9, 11	Begun development	Not available/secured
PA	Social Studies	Short-answer	6, 9, 11	Begun development	Not available/secured
PA	Social Studies	Extended response	6, 9, 11	Begun development	Not available/secured
PA	Theatre	Extended response	4, 7, 10	Begun development	Not available/secured
PA	Theatre	Hands-on performance tasks	4, 7, 10	Begun development	Not available/secured
PA	Visual Arts	Extended response	4, 7, 10	Begun development	Not available/secured
PA	Visual Arts	Hands-on performance tasks	4, 7, 10	Begun development	Not available/secured
PA	Writing	Extended response	6, 9	Ready for use	Not available/secured
RI	Health education	Extended response	4,8	Ready for use	Not available/secured
RI	Mathematics	Extended response	4,8,10	Ready for use	Not available/secured
RI	Reading	Extended response	4,8	Ready for use	Not available/secured
RI	Writing	Extended response	4, 8, 10	Ready for use	All available after use
SC	Civics/Gov't	MC, with student explanation	1-12	Plan to develop	
SC	Civics/Gov't	Short-answer	1-12	Plan to develop	
SC	Civics/Gov't	Extended response	1-12	Plan to develop	
SC	Economics	MC, with student explanation	1-12	Plan to develop	
SC	Economics	Short-answer	1-12	Plan to develop	
SC	Economics	Extended response	1-12	Plan to develop	
SC	Geography	MC, with student explanation	1-12	Plan to develop	
SC	Geography	Short-answer	1-12	Plan to develop	
SC	Geography	Extended response	1-12	Plan to develop	

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
SC	History	MC, with student explanation	1-12	Plan to develop	
SC	History	Short-answer	1-12	Plan to develop	
SC	History	Extended response	1-12	Plan to develop	
SC	Listening	MC, with student explanation	1-12	Piloted, being refined	Some are available
SC	Mathematics	MC, with student explanation	1-12	Piloted, being refined	Some are available
SC	Mathematics	Short-answer	1-12	Piloted, being refined	Some are available
SC	Mathematics	Extended response	1-12	Piloted, being refined	Some are available
SC	Reading	MC, with student explanation	1-12	Piloted, being refined	Some are available
SC	Reading	Short-answer	1-12	Piloted, being refined	Some are available
SC	Reading	Extended response	1-12	Piloted, being refined	Some are available
SC	Science	MC, with student explanation	1-12	Piloted, being refined	Some are available
SC	Science	Short-answer	1-12	Piloted, being refined	Some are available
SC	Science	Extended response	1-12	Piloted, being refined	Some are available
SC	Social Studies	MC, with student explanation	1-12	Plan to develop	
SC	Social Studies	Short-answer	1-12	Plan to develop	
SC	Social Studies	Extended response	1-12	Plan to develop	
SC	Writing	MC, with student explanation	1-12	Piloted, being refined	Some are available
SC	Writing	Short-answer	1-12	Piloted, being refined	Some are available
SC	Writing	Extended response	1-12	Piloted, being refined	Some are available
SD	Writing	Extended response	5, 9	Completed development	May be examined but not used
TN	Writing	Extended response	4,7,11	Ready for use	Not available/secured
TX	Algebra I	Gridded response	7, 8, 9, 10, 11, 12	Ready for use	Some are available
TX	Biology I	Gridded response	8, 9, 10, 11, 12	Ready for use	Some are available

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
TX	Science	Gridded response	8	Ready for use	Some are available
TX	Writing	Extended response	4, 8, 10	Ready for use	Some are available
UT	Mathematics	Hands-on performance tasks	1-6	Ready for use	May be examined but not used
UT	Mathematics	Hands-on performance tasks	7-12	Piloted, being refined	May be examined but not used
UT	Reading	Hands-on performance tasks	1-6	Ready for use	May be examined but not used
UT	Science	Hands-on performance tasks	1-6	Ready for use	May be examined but not used
UT	Social Studies	Hands-on performance tasks	1-6	Ready for use	May be examined but not used
UT	Visual Arts	Hands-on performance tasks	1-6	Ready for use	May be examined but not used
UT	Writing	Hands-on performance tasks	1-12	Ready for use	All are available
VT	Mathematics	Extended response	4, 8, 10	Ready for use	Not available/secured
VT	Reading	Extended response	4, 8, 10	Ready for use	Not available/secured
VT	Science	Extended response	6, 11	Piloted, being refined	Not available/secured
VT	Writing	Extended response	4, 8, 10	Ready for use	Not available/secured
WA	Mathematics	MC, with student explanation	4,7,10	Completed development	Not available/secured
WA	Mathematics	Short-answer	4,7,10	Completed development	Not available/secured
WA	Mathematics	Extended response	4,7,10	Completed development	Not available/secured
WA	Other L.A. (Listening)	MC, with student explanation	4,7,10	Completed development	Not available/secured
WA	Other L.A. (Listening)	Short-answer	4,7,10	Completed development	Not available/secured
WA	Other L.A. (Listening)	Extended response	4,7,10	Completed development	Not available/secured

Part 2.1.1 **If your state is administering or developing any non-multiple-choice items, please list the subject, exercise type, grades served, development status, and availability.**

ST	Subject	Exercise Type	Grades Served	Status	Availability
WA	Reading	MC, with student explanation	4,7,10	Completed development	Not available/secured
WA	Reading	Short-answer	4,7,10	Completed development	Not available/secured
WA	Reading	Extended response	4,7,10	Completed development	Not available/secured
WA	Science	MC, with student explanation	Middle HS	Funded, not started	Not available/secured
WA	Science	Short-answer	Middle HS	Funded, not started	Not available/secured
WA	Science	Extended response	Middle HS	Funded, not started	Not available/secured
WA	Writing	Short-answer	4,7,10	Completed development	Not available/secured
WA	Writing	Extended response	4,7,10	Completed development	Not available/secured
WI	Mathematics	MC, with student explanation	4,8,10	Completed development	Not available/secured
WI	Other L.A.	Extended response	4, 8, 10	Piloted, being refined	May be examined but not used
WI	Science	Extended response	4, 8, 10	Piloted, being refined	May be examined but not used
WV					
WY	Mathematics	MC, with student explanation	4, 8, 11	Plan to develop	All available after use
WY	Mathematics	Short-answer	4, 8, 11	Plan to develop	All available after use
WY	Mathematics	Hands-on performance tasks	4, 8, 11	Plan to develop	All available after use
WY	Mathematics	Projects, exhibitions, demonstrations	4, 8, 11	Plan to develop	All available after use
WY	Reading	MC, with student explanation	4, 8, 11	Plan to develop	All available after use
WY	Reading	Short-answer	4, 8, 11	Plan to develop	All available after use
WY	Reading	Hands-on performance tasks	4, 8, 11	Plan to develop	All available after use
WY	Reading	Projects, exhibitions, demonstrations	4, 8, 11	Plan to develop	All available after use
WY	Writing	MC, with student explanation	4, 8, 11	Plan to develop	All available after use
WY	Writing	Short-answer	4, 8, 11	Plan to develop	All available after use
WY	Writing	Hands-on performance tasks	4, 8, 11	Plan to develop	All available after use
WY	Writing	Projects, exhibitions, demonstrations	4, 8, 11	Plan to develop	All available after use

Part 2.2.1 What was your 1996-97 plan for IASA Title I assessment and evaluation?

ST	Response
AK	Direct CAT/5 Writing Assessment.
AL	The State Department of Education (SDE) following the spring administration of the Stanford Achievement Test, ninth edition, will use the battery scores in grades 3-11 to identify students, schools, and school systems in 3 levels of performance: lowest level -- academic alert; second "proficient" level -- academic caution; top "advances" level -- academic clear.
AR	Adequate progress in Arkansas shall be defined using a combination of norm-referenced test scores and criterion-referenced test scores. Local districts may have the option of adding local assessment data, such as portfolios, demonstrations, exhibitions, locally developed criterion-referenced testing, off-grade testing, etc., as an additional method to show progress. These state-approved optional data shall not replace the required NRT and CRT data, but may be used to augment those required data. On the state-adopted norm referenced testing instruments, reading, language arts, and mathematics performance levels at grades 5, 7, and 10 shall be required. On the state-developed criterion-referenced testing instrument, reading, writing, and mathematics performance levels shall be required at grades 4, 8, and 11-12.
AZ	
CA	CA had transitional assessment during 1996-97. Schools were allowed to choose multiple measures that aligned with their local curriculum/standards. CA will implement state assessment aligned to the state's standards in 1999-2000.
CO	For the assessment of elementary reading and writing, LEAs were given the option to continue using their Title I Transitional Assessment Instruments along with the required state reading/writing assessment at fourth grade. For middle and high school reading and elementary, middle and high school Math, Title I Assessments were used.
CT	CMT and CAPT data were used. In CT the model for reviewing annual progress in Title I schools and districts takes into consideration the achievement level as well as the improvement from year to year. In assessing the progress of Title I school and Title I districts, the performance of all tested students will be considered, not only those served by Title I. Furthermore, the performance of students in all subjects for which there are State goals will be considered, but only those subjects in which Title I services were provided. Each year, an index, summarizing the overall performance of all tested students in all subject areas, will be calculated for each Title I school and for each Title I school district. In the case of the CMT, student scores are aggregated and credited to the school attended in the school year prior to the fall test administration.
DE	Every district administers own Title I assessment. When only one year's data is available, state is helping to determine baseline and what progress constitutes AYP.
FL	
GA	
HI	Allowed schools to use up to 4 measures: SAT 8 reading, SAT 8 math, attendance count, school chosen performance-based test.
IA	Review of local standards, annual improvement goals and student achievement by thte state department. Each school district must file an annual report with the department. Although testing decisions reside at the local level, the state of Iowa uses the student achievement data from the ITBS/ITED to report to the state. Three achievement levels were defined by the percentile-rank groups of 1-40, 41-89, 90-99. Data for groups and subgroups will be reported at the state level using these achievement levels.

Part 2.2.1 What was your 1996-97 plan for IASA Title I assessment and evaluation?

ST	Response
ID	
IL	Basic criterion: percent of student IGAP scores at Level I (i.e. "does not meet state standards)
IN	Reviewed schools based on percentage of Essential Skill items correct with emphasis on Essential Skills scores and de-emphasizing the NRT. Fall'96 transitional assessment use 2 NRT scores (+/- SD to create ranges) and one percent range based on having 2 out of 3 students pass both LA and Math proficiency standards.
KS	State assessment, other local indicators
KY	Title I assessment and evaluation is aligned with the KY assessment system, KIRIS. School and district indices are used to assess and evaluate local programs.
LA	Plan was submitted to USED in Consolidated State Plan. Since we are in transition assessment until 1999, we currently expect 80% of students in grades 3, 5, 7 and 10 to pass the LEAP CRTs.

Part 2.2.1 What was your 1996-97 plan for IASA Title I assessment and evaluation?

ST	Response
MA	Districts will be required to do the following in order to meet Title I requirements for transitional assessment: 1. assess students in at least one grade in each of the spans 3-5, 6-9, and 10-12; 2. in a Title I Schoolwide Program school, assess all students in the selected grades; 3. in a Title I Targeted Assistance school, assess at least students served by Title I in the selected grades; 4. assess these students in at least mathematics and reading/language arts; and 5. use assessments that measure complex skills and challenging subject matter. In order to assist districts to align local assessment measures with the developing state assessment system, it is strongly recommended that districts: 1. assess students in grades 4, 8 and 10; 2. assess all students in Title I Targeted Assistance schools; 3. include special needs and limited English proficient students in these assessments; 4. use multiple measures which are closely aligned with the state's content standards as described in the Massachusetts Curriculum Frameworks; and 5. use more authentic methods of assessment (e.g., open-ended questions, performance tasks and portfolios) In order to provide maximum flexibility to districts, districts are expected to use one or more of the following options: 1. standardized, criterion-referenced achievement tests; 2. standardized, norm-referenced achievement tests; 3. assessment tools that are part of a published language arts or mathematics program; 4. published inventories or checklists; 5. portfolio assessment based on carefully constructed scoring procedures; 6. performance tasks (on-demand or curriculum-embedded), such as projects and exhibitions/demonstrations, with carefully constructed scoring procedures; 7. writing samples with carefully constructed holistic or analytical scoring procedures; and/or 8. assessment tools from the New Standards Project. As well, as the secondary level indicators such as dropout, attendance, suspension and retention rates may be used in conjunction with any of the above student performance assessment methods.
MD	
ME	The MEA is utilized as the state's Title 1 measure. The attached MEA test cover sheet shows the information collected on Title I programs and services. Also attached is the Title I Assessment Plan.
MI	Title I assessment and evaluations were based on each Title I school's results on the state assessments in mathematics, reading, science, and writing.
MN	Minnesota is operating under a transition evaluation provision. For SY 96-97, Minnesota required LEAs to collect pre- and post-test NCE gains along with achievement of a set of locally determined outcomes in Math, Reading, and Language Arts.
MO	Using the MMAT to determine the percent of youngsters who move from lower quintiles and into the upper two quintiles.
MS	Same as regular state assessment.

Part 2.2.1 What was your 1996-97 plan for IASA Title I assessment and evaluation?

ST	Response
MT	Use current measures as transition, with the addition of reporting by stanine distribution.
NC	Based on state's ABCs Accountability Programs.
ND	Multiple measures; CTBS/4 and local measures.
NE	The 1996-97 Title I Transitional Assssment Plan required projects to report whether the percentage of the Title I population performing at or below the emerging level had improved from base line data collected in the Spring of 1996 using the norm referenced tests required by accreditation standards.
NH	Used state assessment as primary indicator; LEAs had option of identifying additional measures.
NJ	Our state tests were used.
NM	Still under development
NV	1. State NRT at 4th and 8th grade (TerraNova) 2. CRT (state) 8th grade writing examinations 3. Local CRT as approved with application Adequate Yearly Progress is based on a growth index.
NY	
OH	4th, 6th, and 12th grade proficiency tests
OK	The Title I evaluation established a baseline of test performance as a first step toward establishing adequate yearly progress. Measures used were the ITBS and Oklahoma Core Curriculum Tests.
OR	In 1996-97 the interim criteria and criteria 1 and 2 were used. Interim Criteria: A school or district demonstrates AYP when the percentage of its Title I students meeting or exceeding standards is greater than the percentage of Title I students meeting or exceeding standards in the state as a whole. Targeted Asssistance Schools are compared to the aggregate state percentage for Targeted Assistance Schools and Schoolwide Programs are compared to the aggregate of Schoolwide Programs. Criterion One: A school or district Title I program demonstrates AYP when overall changes in proficiency/progress categories indicate positive movement toward the goal of having all students meet or exceed the standard. Criterion Two: AYP of a school or district served by Title I is defined as increasing the percentage of students who meet or exceed the standard at a rate that will assure that all students meet or exceed the standard by the year 2010 (OR Benchmark Target Date).
PA	Two year progress reports for reading and math for all identified Title I schools.
RI	Combination of NRT and writing assessments

Part 2.2.1 What was your 1996-97 plan for IASA Title I assessment and evaluation?

ST	Response
SC	
SD	Student results wre reported by performance levels for the first time. This was part of a three-year transitional phase.
TN	Grade 3-8 CRT Grade 9-12 TCAP Competency Test
TX	The evaluation used was the Academic Excellence Indicator System (AEIS). The reading, writing and math portions of the TAAS were the measures used.
UT	K-6 uses State CRTs in reading and math. 7-12 uses Stanford achievement test.
VA	Stanford 9 TA, Abbreviated
VT	Used state assessments as indicators.
WA	Transitional assessments -- CTBS/4 at grades 4 and 8 percentage of students scoring in the bottom quarter; decrease in this percentage compared to two year base average.
WI	Statewide Knowledge and Concepts Examination administered in grades 4, 8, 10. Schools in need of improvement were identified using an interim measure -- 90% of state average NCE scores in each content area.
WV	Use of SAT-9 data
WY	Local NRTs were used with grades 3-12 and individually administered tests were used at younger levels (K-2). We encourage the use of multiple measures. District plan must be submitted by each district and approved.

Part 2.2.2 Was the 1996-97 plan for Title I assessment and evaluation your Final Assessment Plan?

ST	Final Plan?
AK	Yes
AL	Yes
AR	No
AZ	
CA	Yes
CO	No
CT	Yes
DE	No
FL	
GA	
HI	No
IA	
ID	No
IL	Yes
IN	No
KS	Yes
KY	No
LA	No
MA	No
MD	
ME	
MI	Yes
MN	No
MO	Yes
MS	Yes
MT	No
NC	Yes
ND	No
NE	No
NH	No
NJ	
NM	No
NV	No
NY	
OH	No
OK	Yes
OR	No
PA	No
RI	No
SC	No
SD	No
TN	No
TX	Yes
UT	Yes
VA	No
VT	No
WA	No
WI	No
WV	Yes
WY	No

Part 2.2.2B If your 1996-97 plan for IASA Title I assessment and evaluation was not your Final Assessment plan, how does it compare to your Final Assessment Plan?

ST	Response
AK	
AL	
AR	Performance standards for grades 4 and 8 will be established prior to July 2000.
AZ	
CA	
CO	Until state assessments are fully in place, Title I will continue to utilize Transitional Assessments in Reading and Math at appropriate grade levels. The Title I Final Assessment Plan will be the Colorado State Assessment Program (CSAP).
CT	
DE	Will use the Delaware Student Testing Program in future.
FL	
GA	
HI	Will be adopting a new statewide assessment.
IA	Still to be determined -- final indicators at the state level. Legislation proposed this spring to change accreditation process to a continuous improvement model. The process would include indicators for which each district must report local assessment data to community and state.
ID	State has requested an extension due to new state rules requiring graduation standards by State Board.
IL	
IN	Same measures used but need to examine/determine criteria used to determine a school's level of performance with consideration given to the use of two criteria -- meet a state performance benchmark OR make a prescribed percentage increase over the previous year's performance.
KS	
KY	The plan does not currently disaggregate data by economic status for individual students.
LA	The Final Assessment Plan will be based on LEAP for 21st Century Assessment and measures will include the reporting of students at each achiement or proficiency level(s) established by the State Board.

Part 2.2.2B If your 1996-97 plan for IASA Title I assessment and evaluation was not your Final Assessment plan, how does it compare to your Final Assessment Plan?

ST	Response
MA	The Massachusetts Comprehensive Assessment System at grades 4, 8 and 10 will be used as assessment instrument.
MD	
ME	The MEA is utilized as the state's Title I measure. The attached MEA test cover sheet shows the information collected on Title I programs and services. Also attached is the Title I Assessment Plan.
MI	
MN	The final assessment plan will rely on a state assessment system currently being implemented. The State assessment will or has been designed specifically to measure MN content standards.
MO	There will be a substantial difference since we will be making use of standard-referenced assessment to determine the number of youngsters who are reaching Proficient.
MS	
MT	Not yet final.
NC	
ND	We do not yet have a final plan. Our transitional plan consists of 4 achievement levels. Any school that averages below the 50th national percentile rank would score in the partial mastery range. Improvements need to be made for these schools.
NE	The Title I still operated a transitional assessment plan since the state didn't have content or performance standards.
NH	AYP definition needs to be fine tuned and applied.
NJ	
NM	Still under development
NV	Nevada plans to include additional CRTs in two additional grade levels by the year 2000.
NY	
OH	State Board has yet to adopt the measure of annual yearly progress.
OK	

Part 2.2.2B If your 1996-97 plan for IASA Title I assessment and evaluation was not your Final Assessment plan, how does it compare to your Final Assessment Plan?

ST	Response
OR	In the final assessment plan, the interim criteria will be dropped. Criterion 3 will be added when the SEA has the capability to do this analysis.
PA	Input from local School Districts' assessment plan are to be incorporated into the final assessment plan.
RI	The final plan will include performance assessments in language arts, writing, mathematics, and health (and NOT include NRTs)
SC	The final assessment plan will be based on the new standards-based assessments.
SD	The final plan will contain the same performance level information but will also include multiple measesures information from locally developed assessments.
TN	
TX	
UT	
VA	The SOL Assessment data will be used in the Final Assessment Plan.
VT	State comprehensive system has state and local component. State will be part of final plan.
WA	Currently developing standard-based assessments. Will use % meeting standard and two progress points. First required administration of grade 4 will be 1998.
WI	Same instrument, WSAS Knowledge and Concepts Exam, however, the Proficiency Score Standards will not be ready until January 1998 reporting from Standard settings held April 1997.
WV	
WY	The final will be standards-based and NRT.

Part 2.2.3 What work remains to be done to complete the Final Assessment Plan?

ST	Response
AK	Adequate Yearly Progress metric is problematic.
AL	None
AR	Same as above and completion of field and pilot tests for grades 4 and 8.
AZ	
CA	Test development that will be aligned with state's content and performance standards.
CO	The fifth grade math assessment instrument must be developed for administration beginning in the Spring of 1998 and the 8th grade math assessment beginning in the Spring of 1999. Plans must be formulated to extend the CSAP at a minimum to middle and high school reading and high school math. If this is not feasible, we will have to devise a way for the local school district assessments in these curriculum areas and grades to be utilized as a "State Assessment."
CT	None
DE	Gather data and establish baseline for Delaware Student Testing Program.
FL	
GA	
HI	
IA	Still to be determined -- final indicators at the state level. Local districts are continuing to establish standards and align multiple assessments.
ID	1. Standards established by State Board committees. 2. Assessments developed to go with standards. 3. Title folks to work out implementation plan based on baseline date (number of years to raise all to proficient level).
IL	None
IN	TBD: whether to use +/- STD to determine Level I, II, and III ranges or to set ranges as "stationary" for several years, e.g. until 2002.
KS	Nothing
KY	Methodology must be determined to disaggregate data by federal statute to include individual economic status.

Part 2.2.3 What work remains to be done to complete the Final Assessment Plan?

ST	Response
LA	Fieldtesting assessments-Spring 1998; establishing cut scores for the proficiency levels.
MA	Two key areas remain to be addressed in order to complete the final assessment plan: 1. definition of performance standards and the standard-setting process; and 2. definition of model to assess adequate yearly progress.
MD	
ME	The MEA is utilized as the state's Title I measure. The attached MEA test cover sheet shows the information collected on Title I programs and servicese. Also attached is the Title I Assessment Plan.
MI	Based on the feedback from the Peer Review Panel, as well as the educational community and parents in Michigan, the legislatively mandated labels on the state assessment performance levels need to be changes to reflect the high standards embodied in the state tests.
MN	Adopt assessments for the 9-12 grade range. Fully implement State assessments and content standards. Develop performance standards.
MO	A substantial amount of work.
MS	
MT	Standards development first.
NC	It has been completed.
ND	A final assessment plan will need to be developed and adopted by 2000/2001.
NE	The state needs to complete its articulation of content standards and achieve political concensus and local "buy-in". Then it must begin the discussion of achievement levels or performance standards.
NH	Clarifying definition of AYP.
NJ	
NM	Indeterminate amount of development
NV	Alignment with content and performance standards.
NY	

Part 2.2.3 What work remains to be done to complete the Final Assessment Plan?

ST	Response
OH	Approval has been received from the US Department of Education.
OK	
OR	Title I staff at the SEA will work with districts and with SEA data collection to ensure accurate identification of cohort groups.
PA	Still in development by our Federal Programs Division.
RI	The implementation and perf. std. setting for new assessments; the establishment of final AYP goals
SC	None
SD	Development of a set of multiple measures for use at the local level.
TN	New test administered for first time this year. Will evaluate this year to see if it fits the needs of the Final Assessment Plan.
TX	None
UT	
VA	SOL Assessments are currently under development. Standard setting is slated for Fall/Winter 1998.
VT	Local measures under discussion
WA	Complete development and implementation of assessments
WI	Finish content standards -- Model Academic Standards due 12/97. Continue to redefine data collection for disaggregation of scores. Finalize AYP%.
WV	
WY	The Assessment Design Team must make their recommendations to the legislature. Adjustment of the definition of AYP and how that is computed.

Part 2.2.4 What is the status of your state's final Title I assessment/evaluation plans?

ST	UD	DnA	AnS	SUS
AK				Y
AL				Y
AR	Y			
AZ				
CA				Y
CO	Y			
CT				Y
DE		Y		
FL				
GA				
HI	Y			
IA				
ID		Y		
IL				Y
IN	Y			
KS				Y
KY			Y	
LA		Y		
MA	Y			
MD				
ME				Y
MI				Y
MN	Y			
MO				Y
MS	Y			
MT	Y			
NC			Y	
ND				Y
NE	Y			
NH				Y
NJ				
NM	Y			
NV	Y			
NY				
OH				Y
OK				Y
OR				Y
PA	Y			
RI				Y
SC				Y
SD				Y
TN	Y			
TX				Y
UT				Y
VA	Y			
VT				Y
WA				Y
WI				Y
WV				
WY		Y		

UD = Under discussion
DnA = Developed, not approved
AnS = Approved by state, not submitted
SUS = Submitted to USED

Part 2.2.5A **Does your state have a definition of adequate yearly progress for Title I purposes? Is this the definition you plan to use with your Final Assessment Plan?**

ST	AYP?	Final AYP?
AK	Y	N
AL	Y	Y
AR	Y	Y
AZ		
CA	Y	Y
CO	Y	N
CT	Y	Y
DE	Y	N
FL		
GA		
HI	Y	N
IA	Y	
ID	Y	
IL	Y	Y
IN	Y	Y
KS	Y	Y
KY	Y	Y
LA		
MA	Y	N
MD		
ME		
MI	Y	Y
MN	Y	N
MO	Y	Y
MS	Y	Y
MT	Y	U
NC	Y	Y
ND	Y	N
NE	Y	U
NH	Y	N
NJ		
NM	N	
NV	Y	N
NY		
OH	Y	Y
OK	Y	Y
OR	Y	Y
PA	Y	N
RI	Y	N
SC	Y	N
SD	Y	Y
TN	Y	U

Y = Yes N = No U = Undecided

Part 2.2.5A **Does your state have a definition of adequate yearly progress for Title I purposes? Is this the definition you plan to use with your Final Assessment Plan?**

ST	AYP?	Final AYP?
TX	Y	Y
UT	Y	Y
VA	Y	N
VT	Y	N
WA	Y	N
WI	Y	Y
WV		
WY	Y	U

Totals by State Y=40 Y=19
N=15
U=4

Y = Yes N = No U = Undecided

Part 2.2.5B Briefly describe your definition of adequate yearly progress.

ST	Response
AK	
AL	The criteria to meet state academic accountability requirements
AR	Adequate progress in Arkansas shall be defined using a combination of norm-referenced test scores and criterion-referenced test scores. Local districts may have the option of adding local assessment data.
AZ	
CA	Each school and LEA will improve to achieve 90% or more students at or above the grade level standards in 10 years.
CO	
CT	In determining whether Title I schools are making adequate progress, and, therefore, which schools should be targeted for improvement, schools are first placed in one of three categories. Level 1 schools are those with an overall index (across all grades and subjects) that is less than 39. Level 2 schools are those with an overall index which is at least 39 but less than 77. Level 3 schools are those with an overall index which is at least 77. Schools will either: a) score in the Level 1 range; or b) score in the Level 2 range and fail to make the target gain of +1.0 in the overall index from one test administration to the next. Level 3 schools will not be recommended for improvement.
DE	
FL	
GA	
HI	
IA	Each school or school district will establish improvement goals that establish an expectation of upward movement through continuous improvement.
ID	Not sure until all factors in alignment.
IL	1. Fewer than 50% of student IGAP scores at Level I per school. 2. No decrease in percent of Level I scores exceeding 20% per school.
IN	Make a prescribed (TBA) percentage increase over the previous year's performance.
KS	Baseline is average of previous two years (weighted mean). Increase of 4% is necessary.
KY	Accountability index scores from state KIRIS assessments.
LA	

Part 2.2.5B Briefly describe your definition of adequate yearly progress.

ST	Response
MA	Title I requires the state to determine, based on the state assessment system, what constitutes adequate yearly progress of Title I schools and districts toward enabling children served by Title I to meet the state's performance standards. Adequate yearly progress must be defined in a manner that results in continuous and substantial yearly improvement of each school and district so that all students served by Title I meet the state's proficient performance levels within an appropriate time frame. Progress must be linked primarily to performance on the state's assessment system, although progress may be established in part through the use of other measures, such as drop out, retention, and attendance rates. During the two or three year period during which Massachusetts is developing its state assessments, a procedure must be devised for determining whether schools and districts served by Title I are making adequate yearly progress. This procedure must rely on accurate information about the continuous and substantial yearly academic progress of each school and district. In order to incorporate the flexibility for transitional assessment described above and align district assessment measures with the developing state assessment system, all Massachusetts Title I districts are expected to use the following procedure for determining adequate yearly progress of Title I schools and districts: 1. determine what assessment instrument(s) will be used to measure student performance in mathematics and reading/language arts; 2. determine what score(s) indicate a proficient level of performance on each instrument; 3. calculate the percentage of students at each selected grade who are proficient in both mathematics and reading/language arts; 4. subtract the percentage of proficient students from 100 to obtain the percentage who are not proficient in both mathematics and reading/language arts; 5. divide the percentage not proficient by 10 to obtain the increase in the percentage of proficient students needed in order for the school or district to make adequate yearly progress. For example, if a school or district determines that 60 percent of its 4th grade students in the spring of 1995 are proficient in mathematics and reading/language arts, the school would have to show an annual increase in this percentage of 4 percent (100-60/10) in order to be making adequate yearly progress. That is, in the spring of 1996, at least 64 percent of its 4th grade students would need to be proficient in mathematics and reading/language arts, in the spring of 1997, 68 percent, etc. The above percentage assumes that a district will be collecting baseline data using its transitional assessment methods during the spring of 1995. If a district wishes to employ different assessment methods in 1995-96 (and thus cannot establish a baseline in the spring of 1995), adequate yearly progress for the 1995-96 school year will have to be determined in another way. All such districts are expected to establish a minimally acceptable percentage of students proficient in both mathematics and reading/language arts at the selected assessment grades. Any Title I school in that district having that percentage or more of proficient students will be said to have made adequate yearly progress for the 1995-96 school year. Data collected during the 1995-96 school year will then become the baseline for the following year(s) of transitional assessment.
MD	
ME	Definition is currently in use. It is too early to make a determination of any needed changes.
MI	Adequate yearly progress is defined as closing th gap at least 10 percent of a school's achievement gap. The achievement gap is the combined total of the difference between a school's percentage of pupils scoring at the highest performance level and 100%, and the difference between the percentage of pupils coring at the lowest performance level and 0%.

Part 2.2.5B Briefly describe your definition of adequate yearly progress.

ST	Response
MN	
MO	Will relate to the percent of youngsters who are successful as defined by the Large-Scale Assessment Program.
MS	Districts-yes Schools-no Uses state accreditation system
MT	Over 10 years, reduce number of students in novice category to 2% of total.
NC	The ABCs accountability program results of exemplary growth, expected growth, and no recognition, are all in Title I "made AYP" category. The state ABCs results of low-performances in the Title I "not made AYP" category.
ND	Cut points for the performance standards at the advanced, proficient, partially proficient, and novice have been established for periods of time on our norm-referenced tests. In addition, schools can demonstrate adequate yearly progress at the local level using many different criteria.
NE	Performance enhancement will be determined by a combination of local CRT and standardized NRT. (CRT includes on-demand tests, documentation of skills, standards performances and performance assessments.)
NH	
NJ	
NM	
NV	
NY	
OH	Percentage of students who demonstrate proficiency will increase by one "standard unit of improvement" (varies somewhat depending upon total number of students at the grade).
OK	Schools are required to move toward having 90% of all students scoring satisfactorily on the state's reading, writing and mathematics core curriculum tests.
OR	A district is making adequate yearly progress if it has moved its Title I student population closer to the goal of having all students meeting state standards. Both a cohort and two cross-sectional analyses will be performed to determine this.
PA	
RI	
SC	
SD	Districts must show a 5% increase from below basic to basic or basic to proficient.

Part 2.2.5B Briefly describe your definition of adequate yearly progress.

ST	Response
TN	
TX	Adequate yearly progress will be met when districts attain an academically acceptable rating, and campuses attain an acceptable rating.
UT	
VA	
VT	Using transitional accountability system. Final will be ready in 2000-2001.
WA	Decrease in % scoring in bottom quartile compared to prior two years.
WI	Expected percentage of students who will score at proficient or above over time. Failure to meet progress requirements for two consecutive years.
WV	
WY	Not sure if this well be final definition. Continuous and substantial progress must be made each year. The formula is based on a 10 year cycle.

Part 2.2.6 **With respect to *student performance standards*, at what stage of development is your state in the following academic areas?**

ST	Eng	Rdg	Wrg	Mth	Sci	SS	Cvc	Geo	His	Art	Hea	PE	FLa	Emp	Tch	Oth
AK		2	2	2												
AL	3	3	3	3	3	3										
AR	3	3	3	3	3	3										
AZ	1	1	1	1												
CA	2	2	2	2	1	1										
CO		3	3	3	3		2	3	3	3		2	2			
CT	3	3	3	3	3	3				3	3	3		3	2	
DE																
FL																
GA																
HI	3	3	3	3	3	3	3	3	3		3					
IA																
ID	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
IL	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
IN	3	3	3	3												
KS		4	4	4	4	1										
KY		3	3	3	3	3				3	3	3	3			3
LA	2	2	2	2	2	2										
MA	2			2	2	1							1			
MD	3	3	3	3	3	3	3	3	3							
ME	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
MI	2			2	2	3								1	1	
MN	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
MO	2	2	2	3	2	1	1	1	1	1	1	1				
MS																
MT	2	4	3	4	3						4				4	
NC	3	3	3	3	3	3			3	1	1	1		1	3	
ND	3	3	3	4	1	1	1	1	1	1	1					
NE	1	1	1	1	1	1										
NH	3	3	3	3	3	3	3	3	3	2				2		
NJ	2															
NM	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
NV	2			2	2	1				1						

Eng = English
Rdg = Reading
Wrg = Writing
Mth = Mathematics
Sci = Science
SS = Social Studies
Cvc = Civics
Geo = Geography

His = History
Art = Arts
Hea = Health Ed.
PE = Physical Ed.
FLa = Foreign Language
Emp = Employability Skill
Tch = Technology
Oth = Other

1 = Planned
2 = In Development
3 = Completed
4 = Being Revised
0 = Not Planned at This Time

Part 2.2.6 **With respect to *student performance standards*, at what stage of development is your state in the following academic areas?**

ST	Eng	Rdg	Wrg	Mth	Sci	SS	Cvc	Geo	His	Art	Hea	PE	FLa	Emp	Tch	Oth
NY	3	3	3	3	3	3				3	3	3	3	3	3	
OH	3			3	3	3										
OK		3	3	3	3		3	2	3	2						
OR		3	3	3	2		1	1	1					1		
PA	2	2	2	2	2	2	2	2	2	2	2	2	2		2	2
RI		3	3	3		0					3					
SC	2	2	2	2	2	1	1	1	1							
SD	4	4	4	4	4	4	4	4	4	3	4	2	2	1	1	
TN	3	3	3	3	3	3										
TX		3	3	3	3	3										
UT	3	3	3	3	3	3	3	3	3	3	3	3				
VA	2	2	2	2	2				2						2	
VT	3	3	3	3	2	1										
WA		3	3	3	1											3
WI	3			3	3	3										
WV	3	3		3	3	3	3	3	3				2	3	3	
WY	2	2	2	2										3		

Eng = English
Rdg = Reading
Wrg = Writing
Mth = Mathematics
Sci = Science
SS = Social Studies
Cvc = Civics
Geo = Geography

His = History
Art = Arts
Hea = Health Ed.
PE = Physical Ed.
FLa = Foreign Language
Emp = Employability Skill
Tch = Technology
Oth = Other

1 = Planned
2 = In Development
3 = Completed
4 = Being Revised
0 = Not Planned at This Time

Part 2.2.7 Briefly describe the process your state used to create content standards, performance standards and assessments.

ST	Response
AK	Content Standards were developed first. Performance Standards and Assessments are in progress.
AL	Professional personnel from each of the eight State Board of Education districts meet and recommend to the State Superintendent the content standards which the State Superintendent ultimately uses to recommend to the State Board of Education to be accepted. The performance standards and assessments come later.
AR	Content standards -- used state-wide committees to develop content standards. Performance standards -- used state-wide committees to develop items for assessment with contractor assistance. Assessments -- used a 3 part standard-setting process based on samples of student work to set performance standards.
AZ	Group of committees in each subject area developed state content standards. These were reviewed by educators, parents, etc. and eventually adopted by the state board. Test development and performance standards are in development.
CA	The Commission for the Establishement of Academic Content and Performance Standards was established by statute in 1995. The commission members were appointed and began work in late 1996. Content standards in Reading/Language Arts and in Mathematics were under development in 1996-97.
CO	Content standards were developed by Content Area Task Forces under the direction of the the Standards Assessment Development and Implementation Council. After Public Comment and State Board approval, draft performance levels were adopted. For the areas of Reading and Writing, the standards were linked to potential assessment tasks and items. After the Assessment, Colorado used the Bookmarking Process to establish performance levels -- this process will be continued in each new area assessed.
CT	1. Assessments 2. Performance standards 3. Content standards
DE	Content first; assessment specifications and assessments; some performance standards set as a results of testing.
FL	
GA	
HI	Legislature mandated a statewide independent panel to review existing standards and develop statewide standards. The report was given to the State Department of Education who then tried to match the standards to the existing tests--new tests are being developed. There is a biannual review of the standards.
IA	Locally developed
ID	Due to new state rules and regulations, as of April 1, 1997, we are just in the organization phase with developments to start in school year '97-98.
IL	Over 2 1/2 year period educators, employers, parents, and grade specific subject matter experts convened and designed what are now called the "New Standards."

Part 2.2.7 Briefly describe the process your state used to create content standards, performance standards and assessments.

ST	Response
IN	1) Test items developed by Indiana DOE and CTB McGraw Hill; 2) Reviewed by several committees (citizens review, State Standards Task Force; Sensitivity Review); 3) Panel of experts approval; and 4) State Board of Education approval.
KS	1. Panels of teachers, administrators, parents and business leaders developed content standards. 2. Assessments were developed by KA educators under leadership of contractor. 3. Performance standards were set by panels of educators.
KY	In 1990-91, 11 statewide task forces gathered ideas from Kentucky educators and citizens to identify and describe the content standards (academic expectations) for Kentucky students, based on the learning goals established by the Kentucky Education Reform Act of 1990. Statewide assessments were then developed. Content standards were measured by specific performance on assessment items and performance standards by content areas. These standards were defined by staff and KY educators and citizens. They have been re-validated and have remained stable.
LA	Content Standards two year collaborative process--educators, policy makers, and public; validity of standards verified by multi-faceted in state review process and verified by external national experts; both performance standards and assessments are in development.
MA	1. Development of content standards (with assistance of committees of educators and approval by Board of Education) 2. Development of assessments (ongoing) 3. Performance standards (development to begin Sept. 1997)
MD	The standards were set by groups that included educators, students, teachers, employers, parents, and university professors. A state level committee determined that standards within the context of the Maryland School Performance Program should provide a basis for guiding and evaluating school improvement efforts at all levels -- school, school system, and the state. The committee identified criteria for standards, defined the terms satisfactory and excellent, and researched available information on standard setting. The committee then adopted and tailored a Delphi technique to the standard setting process, including the use of data, conceptual judgements, and computer-assisted decision support. The standards were developed by reflecting on the ideal level of each data-based area, considering influencing factors, and reviewing empirical data for each area. For each data-based area, the group used the process to develop a recommendation on a percentage range within which the satisfactory performance standard should be selected. Standards for excellent performance were then set through statistical procedures. The excellent performance standard, thus, is anchored by the satisfactory level and is significantly higher than that level. The recommendations for the satisfactory and excellent ranges were then validated by committee members who had not participated in their development. These validation group members examined the recommended ranges for both satisfactory and excellent performance standards and reviewed the procedures, the definitions, and the data. The committee's work was reviewd by an independent standards council that included students, teachers, employers, parents, and university professors. The standards council developed recommended standards from the recommended ranges for consideration by the State Superintendent of Schools and the State Board of Education. After additional reviews by various consultant groups and after public hearings, the State Board of Education adopted the standards in August 1990, in July 1991 and in December 1993.

Part 2.2.7 Briefly describe the process your state used to create content standards, performance standards and assessments.

ST	Response
ME	
MI	Content standards were developed by writing teams of teachers, parents, specialists, and generalists. Performance standards were developed with a similar process. The next generation of state assessments will be based on the content standards.
MN	Forty-eight content standards have been created over the last 4 years with input from local teacher, curriculum experts and other stakeholders. Classroom assessments are complete and performance standards will be set at the beginning of 1998.
MO	Content standards are developed by committees of active classroom teachers, the public educators, and others interested in education in the state. It took two years to develop the Show-Me Standards. The performance standards which we call achievement standards were developed subsequent to the assessments which are currently under development. We have the achievement levels established for mathematics and will be establishing the AL for CA and science this year.
MS	
MT	Content and performance standards are completed concurrently. Assessment will follow the adoption of the standards.
NC	Usually in NC, content standards are developed, then assessment instruments, and from there performance standards are determined.
ND	
NE	The state has been working on content standards to this point. Drafts were developed by teams of teachers and content specialists in reading, writing, science, math, and social studies. They have been taken across the state for public enagagement (focus groups, town hall meetings, listening sessions, etc.) Now, teachers and citizens are making them more specific by grade level.
NH	Content and performance standards were developed by broad-base committees consisting of education personnel, business people, and citizens and then endorsed by the state board of education and the legislative oversight committee. The assessments were developed by the contractor working in concert with the department and content committees at each grade level and area assessed.
NJ	The standards were created from the work of two different groups of educators, business people, and other citizens. They were brought before the public for review and modification and finally adopted for implementation by the State Board of Education. Assessments in grades 4, 8, and 11 are being developed and field tested for full implementation of all standards and assessment areas by the 2004-2005 school year. Test standards will be developed as the tests become operational.
NM	Content standards and benchmarks developed first; assessments currently being developed along with performance standards.
NV	Being developed by statewide committees of practitioners and administrators.
NY	Participation by teachers, curriculum and assessment experts, business and community leaders to develop standards, consulting what other states have done; local district standards. Sequence is as listed: standards -- perf. standards -- assessments.

Part 2.2.7 **Briefly describe the process your state used to create content standards, performance standards and assessments.**

ST	Response
OH	Content standards, performance standards, and assessments.
OK	Content standards were first developed by groups of Oklahoma educators and community members. Assessments were developed next to measure the skills in the content standards. Performance standards were then set using a modified Angoff approach.
OR	Panels of teachers and curriculum specialists developed draft content standards, which were distributed throughout the state for review by a variety of audiences. Revisions were made before adoption by the State Board of Education. Performance standards were based on the draft content standards and iterative panel reviews of student work scored in accordance with the content standards. For multiple-choice assessments, panels used a "bookmarking" technique to identify the scale score that met their expectations for student performance. Assessments that were developed after adoption of the content standards have been approved by content panels charged with ensuring alignment with content standards.
PA	The Commonwealth commenced its efforts to develop academic standards in 1996. Over 450 parents, teachers, administrators, business, and PDE personnel met at Dickinson College, Carlisle, PA, to write the initial draft. The drafts are being refined by various smaller content advisory committees. The Governor set a Standards Commission consisting of parents, business, government, and educational personnel to oversee the development of the standards. To date, Writing and Reading and Mathematics standards have been approved by the commission and forwarded to the State Board of Education for approval. The state board has held town hall meetings throughout the state for public comments. The standards are still being reviewed and another series of town hall meetings will be conducted in January 1998. Academic standards in Social Studies, Science, Health, Arts, Foreign Language, Technology, and Environment are in various stages of development. All the state assessments are developed by content advisory committees. These committees consist of educators from throughout the state. The committees develop all assessment items and prompts. Additionally, they assist in the field testing of the items and conduct in-service trainings for local school districts concerning relating curriculum and the assessment.
RI	Broad based committees determined the curriculum frameworks (content standards) in the content areas. Assessments were utilized to measure parts of the frameworks. Standards for "how good is good enough" (perf. stds) were established based on actual student work on the assessments.
SC	Committees of experts develop drafts. Public review provides feedback. After revisions, final drafts are presented to the State Board of Education for approval.
SD	Content standards were developed by educators in their content field (1992-1996). The 1996 standards were edited by the facilitators of the content teams. In June of 1996, the standards were approved by the SD State Board of Education. In the Summer/Fall of 1996, performance criteria directly linked to standards was developed. During the years 1995-1997, state department study teams examined assessment options in relation to the standards. In the Spring of 1997, a final decision on state tests was made based on linkage to the standards. Summer 1997 revision of math, language arts, science, and social studies standards began under the direction of the Governor's Office. Again revisions were linked to state assessments.
TN	Content standards connected to development with reccommendations of national organizations. Before content standards were adopted, made sure they were aligned.

Part 2.2.7 Briefly describe the process your state used to create content standards, performance standards and assessments.

ST	Response
TX	Texas educators are involved in all phases. 1. Assessment objectives and instructional targets are developed. 2. Measurement specifications that outline eligible test content are developed. 3. Items that are based on the measurement specifications are developed, reviewed and revised. 4. Items are field tested; then the field-test data is analyzed. 5. Tests are administered and benchmarked. 6. The State Board of Education sets a passing standard.
UT	Content Standards and Performance Standards are contained in the State Core Curriculum and must be completed before assessments are developed. Development of Core Curriculum is directed by State Content specialists and done in collaboration with other state office staff, district office staff, teachers, principals, university reps.
VA	Academic content standards, known as the Standards of Learning, were developed over a period of 11/2 years, then adopted by the state Board of Education. Currently, Virginia is in the process of developing assessments of those standards. Performance standards are to be established following the Spring 1998 administration.
VT	Content standards developed with statewide committees concurrently, part of New Standards project. Adopted performance standards from referenced exams. For science, content standards developed on own, assessment with help from CTB, about to develop performance standards.
WA	State committees developed content standards which were approved by policy committee Assessments developed to measure control standards Performance standards set after first operational administration of assessments of grade 4
WI	Late in 1994 WI began development of Model Academic Standards due to be final in early 1998. Assessment tests indicated that best matched emerging content guidelines in 1995-96. Proficiency score standards were identified for the WSAS K/C assessments in April 1997, approved in October 1997.
WV	Content area teachers developed instructional goals and objectives. A norm-referenced test was adopted that would assess these standards.
WY	

Part 2.2.8 What process or procedures have you used to assure that your content standards, assessments, and performance standards are aligned?

ST	Response
AK	Used a series of committees with subsequent work looped back to content committee for approval.
AL	Criterion-referenced tests are built around the state's content standards.
AR	Criterion referenced exam is correlated with curriculum frameworks.
AZ	Group of committees that set standards will be involved in the development of the test and in setting performance standards.
CA	Neither standards nor assessment in place during 1996-97.
CO	Standards mapped or linked to assessment tasks. Performance standards were developed from student performance.
CT	Iterative process including committee review, expert judgement, and content validation.
DE	Advisory and oversight committees to ensure compliance. Continuity of committee membership. Keeping content standards in fore during all subsequent efforts.
FL	
GA	
HI	With the new test plan, will link assessments to standards and local student assessments.
IA	Criteria currently being established by department to assist in the review of districts' annual reports to the department.
ID	Not aligned at this time.
IL	
IN	Public meeting - teacher input.
KS	Legislative audit, panels of experts reviewed.
KY	Regular validation studies Coding of assessment items to match content standards and Core Content for Assessment
LA	

Part 2.2.8 What process or procedures have you used to assure that your content standards, assessments, and performance standards are aligned?

ST	Response
MA	Intensive review by educators serving on development committees, testing contractors, content experts
MD	
ME	
MI	The writing teams, assessment advisory committees, and the MDE curriculum and assessment staff are invaluable in the development of the content standards, assessments, and performance standards. The main alignment tool is the standards themselves.
MN	Standards were used as the basis for assessments. Performance standards will be set based on student work in the assessments.
MO	We have made use of professional assessment developers as well as extensive use of curriculum specialists who are participants in the development of our standards, and who are participants in the development of the assessments as well as the achievement levels.
MS	
MT	Content and performance standards were developed as a unit. A match of assessment items to standards will be done.
NC	Tests are customized and specifications developed focusing on content standards etc.
ND	We did some matches of our assessments to our mathematics and reading and writing standards. We found that all of our test items on the CTBS/4 are addressing 1 or more of the benchmarks in the standards. This is a good match of the test to the standards. However, not all of the benchmarks and standards are currently addressed. We need some alternative assessments to address more of the benchmarks.
NE	Little to date. The state does not currently plan to develop its own unique state assessments, but to study the feasibility of utilizing alignment of state content standards with existing assessments.
NH	The content and performance standards were developed at the same time. Assessment contractor was obligated to align assessments with standards. Content committees also provided insight.
NJ	With the help of test contractors, use the standards document and accompanying curriculum frameworks as part of the process for approving test items.
NM	Public and educator participation around the state.
NV	Committee review
NY	Done according to a plan set in advance which required all 3 elements to be CONSIDERED simultaneously, though products are actually completed sequentially.

Part 2.2.8 What process or procedures have you used to assure that your content standards, assessments, and performance standards are aligned?

ST	Response
OH	Expert judges (review panel)
OK	Each test item on the states CRTs were developed to measure a content skill.
OR	The development sequence described under 2.2.7 and reliance upon expert judgement at several steps in the process helps ensure strong alignment among content standards, assessments and performance standards.
PA	Assessment Advisory Committees are reviewing the assessment items with the standards and ensuring alignment.
RI	Assessments were designed to align with content ctds. Performance standards were established based on the assessment instruments.
SC	Experts review items against standards to ensure alignment.
SD	The team of content standards facilitators developed the performance standards and a sub-group worked with the test maker to ensure alignment with content standards. This group worked to identify what components of the standards would need to be assessed locally.
TN	
TX	Texas educators are involved in all phases. 1. Assessment objectives and instructional targets are developed. 2. Measurement specifications that outline eligible test content are developed. 3. Items that are based on the measurement specifications are developed, reviewed, and revised. 4. Items are field tested; then the field-test data is analyzed. 5. Tests are administered and benchmarked. 6. The State Board of Education sets a passing standard.
UT	Alignment is the primary objective during development -- assessments are written specific to core curriculum standards and objectives.
VA	Content review committees, comprised of Virginia classroom teachers, curriculum specialists, and university professors have reviewed all assessment items for match to the content standards.
VT	
WA	State committees developed content standards which were approved by policy committee Assessments developed to measure content standards Performance standards set after first operational administration of assessments at grade 4
WI	Committees of practitioners reviewed instrument prior to awarding contract. Many of the same practitioners have also served on committees working on content standards. Intermediate analysis shows good alignment; a more formal review will occur after adoption of content standards.

Part 2.2.8 What process or procedures have you used to assure that your content standards, assessments, and performance standards are aligned?

ST	Response
WV	Items that are assessed are so indicated on the instructional goals and objectives
WY	

Part 2.2.9 **What assessments, if any, do you plan to use at the primary level (grades K-3) for IASA Title I assessment and evaluation in your Final Assessment Plan?**

ST	Response
AK	In progress.
AL	Grade 3, norm-referenced test.
AR	None-formal assessment starts at grade 4.
AZ	
CA	At state level, the Stanford 9 will be used at grades 2-3.
CO	
CT	The state assessment is first administered in the fall of grade 4. A K-3 school is evaluated based on the 4th grade results of its alumni. For K-2 schools, they are linked with school (s) that their alumni move to and these schools share responsibility for results of the 3-5 school.
DE	Still under discussion at state level--will use DSTP at grade 3. Districts use a variety of measures, including ITBS, TerraNova, CTBS.
FL	
GA	
HI	NRT in place.
IA	Locally determined
ID	Not discussed at this point; statewide testig program is for grades 3 - 11.
IL	State assessment in grade 3.
IN	ISTEPT for grade 3 -- early intervention for grades K, 1, & 2; local assessments.
KS	State Reading Assessment--Grade 3
KY	No formal assessments are planned. State assessments for 4th and 5th grade students evaluate the culmination of the primary program. Some schools use the KY Early Learning Profile (ELP) as informal assessment.

Part 2.2.9 What assessments, if any, do you plan to use at the primary level (grades K-3) for IASA Title I assessment and evaluation in your Final Assessment Plan?

ST	Response
LA	Local Assessment Initiatives
MA	None planned.
MD	
ME	
MI	None
MN	State-wide assessments, MinnComp Assessments in Reading and Math at grade 3.
MO	Unknown.
MS	
MT	In development.
NC	Options are being explored.
ND	This past year we used the Comprehensive Test of Basic Skills, fourth edition, in grade 3. In the final assessment plan we hope to generate reading, writing and mathematics state tests in addition to norm-referenced tests.
NE	Undecided at this time. Working with Buros Institute to determine the feasibility of utilizing existing instruments.
NH	State assessment given at grade 3.
NJ	
NM	Under development
NV	Locals will include alternative assessments to include CRTs, checklists, as aligned with curriculum and standards, and other assessments with their local applications. The state may have a CRT at third grade.
NY	

Part 2.2.9 What assessments, if any, do you plan to use at the primary level (grades K-3) for IASA Title I assessment and evaluation in your Final Assessment Plan?

ST	Response
OH	Still under discussion as to whether any state assessment data is collected.
OK	At Grade 3 Oklahoma will use the state norm referenced test which is currently the Iowa Test of Basic Skills.
OR	
PA	Local school district assessment data.
RI	None planned at this time. This may become a developmental effort.
SC	Contiuous assessment program. Standards-based assessment.
SD	This under study by the Title I Committee of Practitioners and final decisions will be made by Spring 1998.
TN	3rd grade TerraNova Assessment 2nd grade diagnostic method to be chosen by districts and approved by State.
TX	School districts will use local assessment for Grades K-2.
UT	State CRTs
VA	
VT	VT developmental reading assessment modified to include uniform administration and scoring procedures. Completely new comprehension section developed by VT Department of Education, Brown University, and University of VT--Grade 2 reading accuracy and comprehension.
WA	None planned
WI	Not now. Plan that LEAs will describe local instruments.
WV	
WY	

Part 2.4.1A Does your state use any technology in administrating assessments?

ST	Response
AK	Pre-slug some test protocols.
AL	
AR	
AZ	
CA	
CO	
CT	
DE	
FL	
GA	
HI	
IA	
ID	
IL	
IN	
KS	
KY	
LA	

Part 2.4.1A Does your state use any technology in administrating assessments?

ST	Response
MA	No, except for computer-assisted technologies allowed for special needs accommodations (provided locally)
MD	Computer adaptive
ME	
MI	
MN	
MO	
MS	
MT	
NC	Students use computers to take the performance computer skills test--a graduation requirement.
ND	
NE	
NH	Modification for some special education students.
NJ	
NM	
NV	
NY	
OH	
OK	Limited use of computer writing software used in state writing assessment

Part 2.4.1A Does your state use any technology in administrating assessments?

ST	Response
OR	
PA	
RI	
SC	
SD	
TN	
TX	Use computerized test item bank
UT	
VA	No. 2 pencils
VT	
WA	
WI	
WV	
WY	

Part 2.4.1B Does your state use any technology in collecting students' responses?

ST	Response
AK	
AL	
AR	
AZ	
CA	
CO	
CT	Bar codes are used on test booklets to account for all materials.
DE	
FL	
GA	
HI	
IA	
ID	
IL	
IN	
KS	
KY	
LA	

Part 2.4.1B Does your state use any technology in collecting students' responses?

ST	Response
MA	No, except for computer-assistive technologies allowed for special needs accommodations (provided locally)
MD	Scanning
ME	
MI	
MN	
MO	
MS	
MT	
NC	Student responses are collected using a pc computer, an optical reader, and a laser printer.
ND	
NE	
NH	
NJ	All student identification information scanned by machine and used in reporting results by student and in summary form by computer. Student tracking system also operated by extensive use of computer programs.
NM	
NV	
NY	
OH	
OK	None

Part 2.4.1B Does your state use any technology in collecting students' responses?

ST	Response
OR	
PA	
RI	
SC	
SD	
TN	
TX	
UT	
VA	scanner
VT	
WA	
WI	
WV	
WY	

Part 2.4.1C Does your state use any technology in scoring students' responses?

ST	Response
AK	Scantron.
AL	
AR	
AZ	Test company uses technology to score and report student results to SEA and LEAs in paper and electronic formats.
CA	
CO	
CT	Scoring is done on-line with responses scanned into the computer system.
DE	
FL	
GA	
HI	
IA	
ID	Piloted students using computer for writing assignments.
IL	Standard scanning devices
IN	
KS	Multiple choice is machine tested.
KY	Yes
LA	

Part 2.4.1C Does your state use any technology in scoring students' responses?

ST	Response
MA	Use of computer imaging system planned by program's contractor
MD	Computer scoring
ME	
MI	Scanning machines for MC test items.
MN	Automated M/L scoring.
MO	
MS	
MT	
NC	All NC multiple-choice tests are scored using a pc computer and an optical reader and is done locally.
ND	
NE	
NH	Scantron
NJ	All m-c sections scored by machine and reported by individual student and at school and district level by computer.
NM	
NV	
NY	
OH	
OK	Machine-scored multiple choice items

Part 2.4.1C Does your state use any technology in scoring students' responses?

ST	Response
OR	
PA	OCR
RI	
SC	machine-scored multiple-choice items
SD	
TN	multiple choice scan forms
TX	
UT	State scoring services- scanning and analysis programs for scanning of bubble sheets.
VA	computer
VT	
WA	
WI	Contractor uses imaging technology
WV	Scored by use of software from Harcourt Brace
WY	

Part 2.4.1D Does your state use any technology in reporting results?

ST	Response
AK	
AL	
AR	Software package with NRT; data diskette with CRT
AZ	NRT scores are also reported to the public in our School Report Cards available on the Internet.
CA	Internet posting
CO	
CT	CDs for student written responses and for writing instruction.
DE	
FL	
GA	
HI	
IA	
ID	
IL	
IN	
KS	
KY	Yes
LA	

Part 2.4.1D Does your state use any technology in reporting results?

ST	Response
MA	It is planned that samples of student work will accompany reports of student results. These samples will only be made possible through use of computer imaging of student responses.
MD	Reports on disk
ME	
MI	Test results are also put on the internet after each testing window.
MN	Web site results.
MO	
MS	
MT	The reports will eventually be available on our web site. Technology used to manage the data.
NC	Results generated from the scoring data files are reported using a pc computerand laser printer and are usually conducted at the school district level.
ND	Disaggregating test results by: 1. Size of K-12 school district 2. Gender 3. Ethnicity 4. Title I 5. IEP 6. Section 504 7. Both IEP and Section 504 8. LEP 9. Region of the state
NE	
NH	
NJ	Available on diskette.
NM	
NV	

Part 2.4.1D Does your state use any technology in reporting results?

ST	Response
NY	
OH	District results are placed on the Department of Education's home page so that district personnel and taxpayers have access. The State Library systems receives 100 microfiche copies of the district building reports.
OK	Assessment results are computer operated -- both score reports and graphs of results
OR	Reports at state, district and school level available on agency web page
PA	CD-ROM
RI	
SC	data tapes Internet-SDE webpage
SD	
TN	Results on web page
TX	
UT	Internet web page
VA	internet, diskettes.
VT	have school report on internet hotlinked to State Government web page.
WA	
WI	Provide statewide data on the internet home page. Plans (future) provide reports and work samples (essays) on CD-rom.
WV	Submitted electronically in addition to paper reports
WY	NRT

ANNUAL SURVEY of State Student Assessment Programs

Volume II

FALL 1997

Data on 1996-97 Statewide Student Assessment Programs

Council Of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
202/408-5505

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Data on 1996-97 Statewide Student Assessment Programs

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PREFACE: VOLUME II

This is a continuation of the *Annual Survey of State Student Assessment Programs, Fall 1997.* Volume II contains all the data from Part 3 of the survey.

Most commonly, each question in the survey produced one data table, sometimes more. Some questions generated simple numeric categorical responses, while others were open-ended and sometimes generated very extensive text. Still other questions required textual explanation of simpler classifications. Searching for specific information in this kind of structure can be difficult. We strongly urge the user to begin by studying the survey form included in Volume I, beginning on page one. When it is appropriate, this document provides bottom marginal entries that may contain frequency, count, or average data, as appropriate

This edition plus the prior five provide a rich lode of information on the status of and trends in state assessment practice. A companion document, *Trends in Statewide Student Assessment Programs, Fall 1997,* is available from CCSSO. The data are also available in electronic form. An order form is found at the back of this volume. Selected and updated information from the database and these documents is available at CCSSO's World Wide Web site (http://www.ccsso.org).

Please feel free to contact CCSSO if you have any questions about this document, state assessment programs, or other questions.

Ed Roeber
Selena Connealy
CCSSO

Linda Bond
CTB/McGraw-Hill

Part 3.0 Program components and contact persons.

ST	Component and contact(s)
AK	Program Component: AK Writing Assessment Contact(s): Richard Smiley Phone: 907-465-8691 Email :
AK	Program Component: Norm-Referenced Testing Contact(s): Richard Smiley Phone: 907-465-8691 Email : rsmiley@educ.state.ak.us
AL	Program Component: Alabama Direct Assessment of Writing Contact(s): Margaret Weldon Phone: 334-242-8038 Email :
AL	Program Component: Basic Competency Test, Grade 9 Contact(s): Miriam Byers Phone: 334-242-8038 Email :
AL	Program Component: Exit Exam Contact(s): Dorothy DeMars Phone: 334-242-8038 Email :
AL	Program Component: Math End-of-Course Test Contact(s): Dorothy DeMars Phone: 334-242-8038 Email :
AL	Program Component: Stanford Achievement Test Contact(s): Miriam Byers Phone: 334-242-8038 Email :
AR	Program Component: Criterion Referenced Test Contact(s): Gayle Potter Phone: 501-682-4558 Email :
AR	Program Component: Stanford Achievement Test, Ninth Edition Contact(s): Yvette Dillingham Phone: 501-682-4252 Email :

Part 3.0 Program components and contact persons.

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CA	Program Component: Golden State Exams Contact(s): Richard Diaz Phone: 916-657-3011 Email :
CO	Program Component: Reading and Writing Contact(s): Don Watson Phone: 303-866-6612 Email :
CT	Program Component: CT Academic Performance Test (CAPT) Contact(s): Peter Behuniak Phone: 860-566-2201 Email : peter.behuniak@po.state.ct.us
CT	Program Component: CT Mastery Test (CMT) Contact(s): Peter Behuniak Phone: 860-566-2201 Email : peter.behuniak@po.state.ct.us
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FL	Program Component: FL Writing Assessment Program Contact(s): Dr. Mark Heidorn Phone: 904-488-8198 Email :
FL	Program Component: High School Competency Test (HSCT) Contact(s): Dr. Mark Heidorn, Virginia Sasser Phone: 904-488-8198 Email :

Part 3.0 Program components and contact persons.

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GA	Program Component: GA High School Graduation Tests (GHSGT) Contact(s): Dr. Sharron Hunt Phone: 404-657-0311 Email :
GA	Program Component: GA Kindergarten Assessment Program (GKAP) Contact(s): Cyndy Stephens Phone: 404-656-0619 Email : cstephen@doe.k12.ga.us
GA	Program Component: Norm-Referenced Testing Contact(s): Deborah Beckman Phone: 404-656-2557 Email : dbeckman@doe.k12.ga.us
GA	Program Component: Writing Assessments Contact(s): Sandra Baxley Phone: 404-656-5975 Email : sbaxley@doe.l12.ga.us
HI	Program Component: Credit by Examination (CbyE) Contact(s): Selvin Chin-Chance Phone: 808-733-9003 Email :
HI	Program Component: Stanford Achievement Test 8th Edition Contact(s): Selvin Chin-Chance Phone: 808-733-9003 Email :
HI	Program Component: Test of Essential Competencies (HSTEC) Contact(s): Selvin Chin-Chance Phone: 808-733-9003 Email :
IA	Program Component: No assessments Contact(s): Phone: Email :
ID	Program Component: Direct Mathematics Assessment Contact(s): Sally R. Tiel Phone: 208-332-6946 Email : srtiel@sde.state.id.us

Part 3.0 Program components and contact persons.

ST	Component and contact(s)
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IL	Program Component: IL Goal Assessment Program (IGAP) Contact(s): Merv Brennan Phone: 217-782-4823 Email : mbrennan@spr4.isbe.state.il.us
IN	Program Component: Statewide Assessment Contact(s): Dr. Rick Peters Phone: 317-232-9050 Email : Rpeters@doe.state.in.us
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KY	Program Component: National Referenced Assessment Contact(s): C. Scott Trimble Phone: 502-564-4394 Email : strimble@kde.state.ky.us
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KY	Program Component: Portfolio Assessment Contact(s): Sue Rigney, Scott Trimble Phone: 502-564-4394 Email : srigney@kde.state.ky.us

Part 3.0 Program components and contact persons.

ST	Component and contact(s)
LA	Program Component: Grade 3, 5, and 7 Criterion-Referenced Test Contact(s): Jimmie Steptoe Phone: 504-342-6311 Email :
LA	Program Component: Kindergarten Develop. Readiness Screen. Prog. Contact(s): Jimmie Steptoe Phone: 504-342-6311 Email :
LA	Program Component: LA Graduation Exit Examination Contact(s): Jimmie Steptoe Phone: 504-342-6311 Email : rchristian@mail.doe.state.la.us
LA	Program Component: Norm-Referenced Testing Contact(s): Jimmie Steptoe Phone: 504-342-6311 Email :
MA	Program Component: Iowa Tests of Basic Skills Contact(s): Jeffrey Nellhaus Phone: 617-338-3000 Email : jnellhaus@doe.mass.edu
MA	Program Component: Iowa Tests of Educational Development Contact(s): Jeff Nellhaus Phone: 617-388-3300 Email : jnellhaus@doe.mass.edu
MA	Program Component: Massachusetts Comprehensive Assessment System Contact(s): Jeffrey Nellhaus, Kit Viator Phone: 617-388-3300 Email : jnellhaus@doe.mass.edu
MD	Program Component: MD Functional Testing Program Contact(s): William D. Schafer Phone: 410-767-0080 Email : bschafer@msde.state.md.us
MD	Program Component: MD School Perf. Assessment Program (MSPAP) Contact(s): William D. Schafer Phone: 410-767-0080 Email : bschafer@msde.state.md.us

Part 3.0 Program components and contact persons.

ST	Component and contact(s)
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MI	Program Component: Grade 4 and 7 Reading and Mathematics Contact(s): Peggy Dutcher (reading), Chris Schram (mathematics) Phone: 517-373-8393 Email : pdutcher@ed.mde.state.mi.us
MI	Program Component: Grade 5 and 8 Science Contact(s): Peggy Dutcher (Writing), Diane Garavaglia (science) Phone: 517-373-8393 Email : pdutcher@ed.mde.state.mi.us
MI	Program Component: MI High School Proficiency Test Contact(s): Peggy Dutcher (reading and writing), Diane Garavaglia (science), Chris Schram (mathematics) Phone: 517-373-8393 Email : pdutcher@ed.mde.state.mi.us
MN	Program Component: Basic Standards Contact(s): Cathy Wagner Phone: 612-282-6281 Email : cwagner@inet.educ.state.mn.us
MO	Program Component: MO Mastery and Achievement Test (MMAT) Contact(s): Jim Friedebach or Walt Brown Phone: 800-845-3545 Email :
MO	Program Component: Missouri Assessment Program (MAP) Contact(s): Jim Friedebach or Walt Brown Phone: 800-845-3545 Email :
MS	Program Component: Functional Literacy Examination (FLE) Contact(s): Jim Simmons Phone: 601-359-3052 Email : jsimmons@mdek12.state.ms.us
MS	Program Component: Norm-Referenced Testing Contact(s): Valerie Troiani Phone: 601-359-3052 Email :

Part 3.0 Program components and contact persons.

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MT	Program Component: Student Assessment Requirement Contact(s): Dori Nielson Phone: 406-444-3656 Email : dori@opi.mt.gov
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NC	Program Component: NC Testing Program Contact(s): Mildred Bazemore Phone: 919-715-1182 Email : mbazemor@dpi.state.nc.us
NC	Program Component: Norm-Referenced Testing Contact(s): Mildred Bazemore Phone: 919-715-1182 Email : mbazemor@dpi.state.nc.us
ND	Program Component: Norm-referenced Testing Contact(s): Gaylynn L. Becker Phone: 701-328-2755 Email : gbecker@sendit.nodak.edu
NE	Program Component: No assessments Contact(s): Phone: Email :
NH	Program Component: NH Ed. Improvement and Assessment Program Contact(s): William B. Ewert Phone: 603-271-2298 Email :
NJ	Program Component: Grade 11 High School Proficiency Test Contact(s): Veronica Orsi Phone: 609-292-8739 Email :

Part 3.0 Program components and contact persons.

ST	Component and contact(s)
NJ	Program Component: Grade 8 Early Warning Test Contact(s): Wendy Roberts Phone: 609-777-3672 Email :
NM	Program Component: New Mexico Achievement Assessment Contact(s): Jim Travelstead Phone: 505-827-6524 Email :
NM	Program Component: New Mexico High School Competency Exam Contact(s): Jim Travelstead Phone: 505-827-6524 Email :
NM	Program Component: Portfolio Writing Assessment Contact(s): Jim Travelstead Phone: 505-827-6524 Email :
NM	Program Component: Reading Assessment for Grades 1 and 2 Contact(s): Jim Travelstead Phone: 505-827-6524 Email :
NV	Program Component: High School Proficiency Examination Program Contact(s): Dr. Thomas Klein Phone: 702-687-9184 Email :
NV	Program Component: Norm-Referenced Testing Contact(s): Dr. David L. Smith Phone: 702-687-9194 Email :
NV	Program Component: Writing Proficiency Examination-Grade 8 Contact(s): Jeanne Ohl Phone: 702-687-9131 Email : johl@nsn.k12.nv.us
NY	Program Component: Occupational Education Proficiency Examinations Contact(s): Phone: Email :

Part 3.0 Program components and contact persons.

ST	Component and contact(s)
NY	Program Component: Preliminary Competency Tests Contact(s): Phone: Email :
NY	Program Component: Program Evaluation Tests Contact(s): Phone: Email :
NY	Program Component: Pupil Evaluation Program Tests Contact(s): Phone: Email :
NY	Program Component: Regents Competency Tests Contact(s): Phone: Email :
NY	Program Component: Regents Examination Programs Contact(s): Phone: Email :
NY	Program Component: Second Language Proficiency Examinations Contact(s): Phone: Email :
OH	Program Component: Fourth-Grade Proficiency Testing Contact(s): Jan Crandell Phone: 614-466-0223 Email : ae_crandell@ode.ohio.gov
OH	Program Component: Ninth-Grade Proficiency Testing Contact(s): Jan Crandell Phone: 614-466-0223 Email : ae_crandell@ode.ohio.gov
OH	Program Component: Sixth-Grade Proficiency Testing Contact(s): Jan Crandell Phone: 614-466-0223 Email : ae_crandell@ode.ohio.gov

Part 3.0 Program components and contact persons.

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OK	Program Component: Norm-Referenced Test - Iowa Test of Basic Skills Contact(s): Maridyth McBee Phone: 405-521-3341 Email : maridyth_mcbee@mail.sde.state.ok.us
OK	Program Component: Oklahoma Core Curriculum Tests (CRTs) Contact(s): Maridyth McBee Phone: 405-521-3341 Email : maridyth_mcbee@mail.sde.state.ok.us
OR	Program Component: Reading, Writing and Mathematics Assessment Contact(s): Barbara Wolfe Phone: 503-378-5585 Email : barbara.wolfe@state.or.us
PA	Program Component: Reading and Mathematics Assessment Contact(s): Lee Plempel, James Masters Phone: 717-787-4234 Email :
PA	Program Component: Writing Assessment Contact(s): Lee Plempel, James Masters Phone: 717-787-4234 Email :
RI	Program Component: Health Performance Assessment Contact(s): Cynthia Y. Corbridge Phone: 401-277-4600 Email : ride0787@ride.ri.net
RI	Program Component: Mathematics Performance Assessment Contact(s): Ellen Hedlund, Ph.D. Phone: 401-277-4600 Email : ride0054@ride.ri.net
RI	Program Component: Norm-Referenced-MAT, 7 Contact(s): James Karon, Ph.D. Phone: 401-277-4600 Email :

Part 3.0 Program components and contact persons.

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SC	Program Component: Norm-Referenced Testing Contact(s): Michael Lower Phone: 803-734-8498 Email :
SD	Program Component: Norm-referenced Contact(s): Gary Skoglund Phone: 605-773-5229 Email :
TN	Program Component: TCAP Achievement Test-CRT Contact(s): Dr. Benjamin Brown Phone: 615-532-4770 Email :
TN	Program Component: TCAP Achievement Test-NRT Contact(s): Dr. Benjamin Brown Phone: 615-532-4770 Email :
TN	Program Component: TCAP Competency Test Contact(s): Dr. Benjamin Brown Phone: 615-532-4770 Email :
TN	Program Component: TCAP Writing Assessment Contact(s): Dr. Benjamin Brown Phone: 615-532-4770 Email :
TX	Program Component: TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests Contact(s): Keith L. Cruse Phone: 512-463-9536 Email :

Part 3.0 Program components and contact persons.

ST	Component and contact(s)
UT	Program Component: Core Assessment CRT Program Contact(s): Dr. Barbara Lawrence Phone: 801-538-7810 Email : blawrenc@USOE.K12.UT.US
UT	Program Component: Core Curriculum Testing (Perf. Assessment) Contact(s): Dr. Barbara Lawrence Phone: 801-538-7810 Email : blawrenc@USOE.K12.UT.US
UT	Program Component: Norm-Referenced Testing Contact(s): Dr. Barbara Lawrence Phone: 801-538-7810 Email : blawrenc@USOE.K12.UT.US
VA	Program Component: Literacy Passport Test (LPT) Contact(s): Shelley Loving-Ryder Phone: 804-225-2936 Email :
VA	Program Component: Virginia Student Assessment Program (VSAP-NRT) Contact(s): R. Dan Keeling Phone: 804-371-2769 Email : dkeeling@pen.k12.va.us
VT	Program Component: New Standards ELA Contact(s): Elaine Grainger Phone: 802-828-3115 Email : egrainger@doe.state.vt.us
VT	Program Component: Portfolio Assessment Contact(s): Elaine Grainer Phone: 802-828-3115 Email : egrainger@doe.state.vt.us
WA	Program Component: Norm Reference Contact(s): Bob Silverman Phone: 360-753-3449 Email : bobs@uspi.wednet.edu
WI	Program Component: WRCT at Grade 3 Contact(s): Vicki Fredrick, Education Program Specialist Phone: 608-267-7268 Email : FredRv@mail.state.wi.us

Part 3.0 Program components and contact persons.

ST	Component and contact(s)
WI	Program Component: WSAS Knowledge & Concepts Contact(s): Rajah Farah, Education Program Specialist Phone: 608-267-9283 Email : FarahRk@mail.state.wi.us
WV	Program Component: Norm-Referenced Testing Contact(s): Karen Nicholson Phone: 304-558-2651 Email : knichols@access.K12.wv.us
WV	Program Component: Writing Assessment Contact(s): Karen Nicholson Phone: 304-558-2651 Email : knichols@access.K12.wv.us
WY	Program Component: Wyoming Assessment Program Contact(s): Al Sheinker Phone: 307-777-6213 Email :

Part 3.1.1 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
AK	AK Writing Assessment	Writing						10,000		10,000			10,000		
AK	Norm-Referenced Testing	Language Arts					10,000				10,000			10,000	
AK	Norm-Referenced Testing	Mathematics					10,000				10,000			10,000	
AK	Norm-Referenced Testing	Reading					10,000				10,000			10,000	
AK	Norm-Referenced Testing	Science					10,000				10,000			10,000	
AL	Alabama Direct Assessment of Writing	Writing						50,430		52,089					
AL	Basic Competency Test, Grade 9	Language Arts										52,000			
AL	Basic Competency Test, Grade 9	Mathematics										52,000			
AL	Basic Competency Test, Grade 9	Reading										52,000			
AL	Exit Exam	Language												41,000	5,573
AL	Exit Exam	Mathematics												40,982	5,044
AL	Exit Exam	Reading												40,815	3,647
AL	Math End-of-Course Test	Algebra I										39,650			
AL	Math End-of-Course Test	Geometry										25,584			
AL	Stanford Achievement Test					53,076	52,339	52,738	53,968	55,448	53,855	55,345	46,691	40,857	
AR	Criterion Referenced Test	Mathematics												31,000	
AR	Criterion Referenced Test	Reading												31,000	
AR	Criterion Referenced Test	Writing												31,000	
AR	Stanford Achievement Test, Ninth Edition	Language/Spelling						30,000		30,000			30,000		
AR	Stanford Achievement Test, Ninth Edition	Mathematics						30,000		30,000			30,000		
AR	Stanford Achievement Test, Ninth Edition	Reading						30,000		30,000			30,000		
AR	Stanford Achievement Test, Ninth Edition	Science						30,000		30,000			30,000		
AR	Stanford Achievement Test, Ninth Edition	Social Studies						30,000		30,000			30,000		
AZ	NRT - Stanford 9	Language				54,559	53,949	56,050	55,530	53,617	52,650	51,707	44,635	37,874	31,346
AZ	NRT - Stanford 9	Mathematics				54,556	53,928	56,028	55,364	53,212	52,097	51,878	44,748	37,985	31,479
AZ	NRT - Stanford 9	Reading				52,996	51,606	54,754	54,265	52,868	51,966	51,110	44,378	37,731	31,262
CA	Assessments in Career Education (ACE)														
CA	Golden State Exams	Algebra								3,762	52,857	61,779	29,033	10,294	1,712
CA	Golden State Exams	Biology									1	27,008	52,205	11,268	2,325
CA	Golden State Exams	Chemistry										403	19,079	35,891	5,162
CA	Golden State Exams	Coordinated Science										1,110	14,803	3,608	548
CA	Golden State Exams	Economics										34	577	1,902	50,731
CA	Golden State Exams	Geometry								48	2,393	33,101	47,273	18,372	3,426
CA	Golden State Exams	Government/Civics										15	18	347	25,404
CA	Golden State Exams	US History										56	1,600	79,640	1,670
CA	Golden State Exams	Writing Compositio										86	499	54,038	43,045

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Part 3.1.1 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
CO	Reading and Writing	Reading					51,655								
CO	Reading and Writing	Writing					51,653								
CT	CT Academic Performance Test (CAPT)	Interdisciplinary											28,950		
CT	CT Academic Performance Test (CAPT)	Language Arts/Editi											29,497		
CT	CT Academic Performance Test (CAPT)	Language Arts/Lit.											29,502		
CT	CT Academic Performance Test (CAPT)	Mathematics											28,682		
CT	CT Academic Performance Test (CAPT)	Science											29,151		
CT	CT Mastery Test (CMT)	Mathematics					37,895		36,493		34,272				
CT	CT Mastery Test (CMT)	Reading					37,543		36,607		34,640				
CT	CT Mastery Test (CMT)	Writing					37,172		36,438		34,558				
DE	Writing Assessment	Writing				8,357		8,288			8,153		7,188		
FL	FL Writing Assessment Program	Writing					144,795				135,727		114,696		
FL	High School Competency Test (HSCT)	Communications												104,806	
FL	High School Competency Test (HSCT)	Mathematics												106,466	
GA	GA High School Graduation Tests (GHSGT)	Language Arts												67,832	4,352
GA	GA High School Graduation Tests (GHSGT)	Mathematics												67,982	5,180
GA	GA High School Graduation Tests (GHSGT)	Science												67,231	2,297
GA	GA High School Graduation Tests (GHSGT)	Social Studies												67,942	5,880
GA	GA High School Graduation Tests (GHSGT)	Writing												69,021	7,042
GA	GA Kindergarten Assessment Program (GKAP)	Communicative Cap	109,756												
GA	GA Kindergarten Assessment Program (GKAP)	Logical/Mathematic	109,756												
GA	GA Kindergarten Assessment Program (GKAP)	Personal Capability	109,756												
GA	GA Kindergarten Assessment Program (GKAP)	Physical Capability	109,756												
GA	GA Kindergarten Assessment Program (GKAP)	Social Capability	109,756												
GA	Norm-Referenced Testing	Language				93,699		89,540			86,862				
GA	Norm-Referenced Testing	Mathematics				93,636		89,381			86,919				
GA	Norm-Referenced Testing	Reading				94,236		89,744			87,762				
GA	Norm-Referenced Testing	Science				93,503		89,328			86,748				
GA	Norm-Referenced Testing	Social Studies				93,677		89,389			86,967				
GA	Norm-Referenced Testing	Sources of Informati				93,184		88,984			85,853				
GA	Writing Assessments	Writing				104,572		97,861			94,770			77,193	
HI	Credit by Examination (CbyE)	Algebra									913				
HI	Credit by Examination (CbyE)	Foreign Languages									232				
HI	Stanford Achievement Test 8th Edition	Language Arts				14,409			12,848		12,353		12,355		
HI	Stanford Achievement Test 8th Edition	Mathematics				14,409			12,848		12,353		12,355		
HI	Stanford Achievement Test 8th Edition	Reading				14,409			12,848		12,353				

Part 3.1.1 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
HI	Test of Essential Competencies (HSTEC)	Basic Skills											13,000	4,000	2,500
IA	No assessments														
ID	Direct Mathematics Assessment	Mathematics					16,746				18,149				
ID	Direct Writing Assessment	Writing					16,259				18,083			16,358	
ID	Standardized Testing ITBS & TAP	Language Arts													
ID	Standardized Testing ITBS & TAP	Mathematics													
ID	Standardized Testing ITBS & TAP	Reading													
ID	Standardized Testing ITBS & TAP	Science													
ID	Standardized Testing ITBS & TAP	Social Studies													
IL	IL Goal Assessment Program (IGAP)	Mathematics				114,896	111,348		128,261	118,761	115,166		121,558	111,892	
IL	IL Goal Assessment Program (IGAP)	Reading				114,896	111,348		128,261	118,761	115,166		121,588	111,892	
IL	IL Goal Assessment Program (IGAP)	Science				114,896	111,348		128,261	118,761	115,166		121,588	111,892	
IL	IL Goal Assessment Program (IGAP)	Social Studies				114,896	111,348		128,261	118,761	115,166		121,588	111,892	
IL	IL Goal Assessment Program (IGAP)	Writing				114,896	111,348		128,261	118,761	115,166		121,588	111,892	
IN	Statewide Assessment	English/Language A				70,000			70,000		70,000		70,000		
IN	Statewide Assessment	Mathematics				70,000			70,000		70,000		70,000		
KS	KS Assessment Program	Mathematics					35,518			35,898			32,502		
KS	KS Assessment Program	Reading				35,464				35,671			31,874		
KS	KS Assessment Program	Science						35,567			34,725		30,865		
KS	KS Assessment Program	Social Studies						36,310			36,269			28,727	
KY	KIRIS On Demand Assessment	On Demand					50,000	50,000		50,000	50,000				
KY	National Referenced Assessment	Mathematics				50,000			50,000						
KY	National Referenced Assessment	Reading				50,000			50,000						
KY	Open Response Questions	Arts and Humanities						47,094			49,767			41,063	
KY	Open Response Questions	Mathematics						47,094			49,767			41,063	
KY	Open Response Questions	Practical Living						47,094			49,767			41,063	
KY	Open Response Questions	Reading					46,969			49,635				41,063	
KY	Open Response Questions	Science					46,969			49,635				41,063	
KY	Open Response Questions	Social Studies						47,094			49,767			41,063	
KY	Open Response Questions	Writing On-Demand					46,969			49,635				41,063	
KY	Portfolio Assessment	Alternate Portfolio					310				385				202
KY	Portfolio Assessment	Writing Portfolio					46,592			49,218					37,910
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Language Arts				56,926		57,617		56,041					
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Mathematics				56,792		57,637		55,823					

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Part 3.1.1 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
LA	Kindergarten Develop. Readiness Screen. Prog.	Kindergarten	55,155												
LA	LA Graduation Exit Examination	Language Arts											45,342		
LA	LA Graduation Exit Examination	Mathematics											45,307		
LA	LA Graduation Exit Examination	Science											40,423		
LA	LA Graduation Exit Examination	Social Studies											40,407		
LA	LA Graduation Exit Examination	Written Compositio											43,983		
LA	Norm-Referenced Testing	Language					56,832		57,661		52,086				
LA	Norm-Referenced Testing	Mathematics					56,741		57,598		52,145				
LA	Norm-Referenced Testing	Reading					56,894		57,746		52,239				
LA	Norm-Referenced Testing	Science					56,510		57,396		51,554				
LA	Norm-Referenced Testing	Social Studies					56,430		57,330		51,509				
MA	Iowa Tests of Basic Skills	Reading				90,400									
MA	Iowa Tests of Educational Development												48,676		
MA	Massachusetts Comprehensive Assessment Syster	Pilot program													
MD	MD Functional Testing Program	Citizenship								41	1,242	36,360	25,983	7,139	2,820
MD	MD Functional Testing Program	Mathematics							5,640	66,976	39,244	28,409	12,824	7,172	3,047
MD	MD Functional Testing Program	Reading							7,600	63,877	11,079	8,341	3,374	2,102	882
MD	MD Functional Testing Program	Writing							497	37,774	39,212	31,051	8,958	3,782	1,679
MD	MD School Perf. Assessment Program (MSPAP)	Language Usage				58,465		57,143			54,170				
MD	MD School Perf. Assessment Program (MSPAP)	Mathematics				58,670		58,146			52,384				
MD	MD School Perf. Assessment Program (MSPAP)	Reading				56,256		54,834			52,062				
MD	MD School Perf. Assessment Program (MSPAP)	Science				58,573		58,179			54,834				
MD	MD School Perf. Assessment Program (MSPAP)	Social Studies				60,017		58,508			54,358				
MD	MD School Perf. Assessment Program (MSPAP)	Writing				59,872		58,950			53,841				
ME	State Tests	Arts and Humanities					14,522				15,753			12,599	
ME	State Tests	Health					14,522				15,753			12,599	
ME	State Tests	Mathematics					14,522				15,753			12,599	
ME	State Tests	Reading					14,522				15,753			12,599	
ME	State Tests	Science					14,522				15,753			12,599	
ME	State Tests	Social Studies					14,522				15,753			12,599	
ME	State Tests	Writing					14,522				15,753			12,599	
MI	Grade 4 and 7 Reading and Mathematics	Mathematics					114,879			114,720					
MI	Grade 4 and 7 Reading and Mathematics	Reading					114,822			114,505					
MI	Grade 5 and 8 Science	Science						120,958			115,589				
MI	Grade 5 and 8 Science	Writing						120,020			113,974				

Part 3.1.1 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
MI	MI High School Proficiency Test	Mathematics												90,695	
MI	MI High School Proficiency Test	Reading												90,062	
MI	MI High School Proficiency Test	Science												90,640	
MI	MI High School Proficiency Test	Writing												88,780	
MN	Basic Standards	Mathematics									52,000	22,700	22,700	22,700	22,700
MN	Basic Standards	Reading									50,300	28,600	28,600	28,600	28,600
MN	Basic Standards	Writing									20,000	20,000	20,000	20,000	20,000
MO	MO Mastery and Achievement Test (MMAT)	Language Arts			43,376	47,102	41,848	47,095	43,065	43,610	44,594	40,091	38,654		
MO	MO Mastery and Achievement Test (MMAT)	Mathematics			43,067	46,634	34,919	47,077	42,552	43,574	35,621	39,953	30,351		
MO	MO Mastery and Achievement Test (MMAT)	Science				47,097	41,518	47,026	42,947	43,553	44,485	40,034	38,551		
MO	MO Mastery and Achievement Test (MMAT)	Social Studies				47,030	41,473	46,949	42,960	43,577	44,473	39,947	38,381		
MO	Missouri Assessment Program (MAP)	Mathematics					39,461				37,198		30,023		
MS	Functional Literacy Examination (FLE)	Literacy												27,138	
MS	Norm-Referenced Testing	Language Arts													
MS	Norm-Referenced Testing	Mathematics													
MS	Norm-Referenced Testing	Reading													
MS	Subject Area Testing Program	Algebra I													
MS	Subject Area Testing Program	U.S. History													
MT	Student Assessment Requirement	Language Arts					11,400				12,550			9,750	
MT	Student Assessment Requirement	Mathematics					11,900				12,600			9,850	
MT	Student Assessment Requirement	Reading					11,400				12,600			9,850	
MT	Student Assessment Requirement	Science					11,100				12,400			9,850	
MT	Student Assessment Requirement	Social Studies					11,100				12,300			9,850	
NC	Competency Testing	Computer Skills									89,307				
NC	Competency Testing	Mathematics									91,290	93,290	76,507	63,764	
NC	Competency Testing	Reading									91,290	93,290	76,507	63,764	
NC	NC Testing Program	Mathematics				95,608	92,064	90,930	91,713	89,526	87,390	83,669			
NC	NC Testing Program	Reading				95,356	91,868	90,773	91,661	89,515	87,317	89,477			
NC	NC Testing Program	Writing					90,638			88,422			79,951		
NC	Norm-Referenced Testing	Language						3,000			3,000				
NC	Norm-Referenced Testing	Mathematics				3,000					3,000				
NC	Norm-Referenced Testing	Reading						3,000			3,000				

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Part 3.1.1 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
ND	Norm-referenced Testing	Language			-	8,944			9,622		9,815			8,429	
ND	Norm-referenced Testing	Mathematics				8,944			9,622		9,815			8,429	
ND	Norm-referenced Testing	Reading				8,944			9,622		9,815			8,429	
ND	Norm-referenced Testing	Science				8,944			9,622		9,815			8,429	
ND	Norm-referenced Testing	Social Studies				8,944			9,622		9,815			8,429	
ND	Norm-referenced Testing	Spelling				8,944			9,622		9,815			8,429	
NH	NH Ed. Improvement and Assessment Program	Language Arts				15,655			15,830				12,469		
NH	NH Ed. Improvement and Assessment Program	Mathematics				15,969			16,039				12,693		
NH	NH Ed. Improvement and Assessment Program	Science							15,995				12,694		
NH	NH Ed. Improvement and Assessment Program	Social Studies							15,974				12,704		
NJ	Elementary School Proficiency Assessment	Language Arts					100,000								
NJ	Elementary School Proficiency Assessment	Mathematics					100,000								
NJ	Elementary School Proficiency Assessment	Science					100,000								
NJ	Grade 11 High School Proficiency Test	Mathematics												100,000	
NJ	Grade 11 High School Proficiency Test	Reading												100,000	
NJ	Grade 11 High School Proficiency Test	Writing												100,000	
NM	New Mexico Achievement Assessment	Language Arts/Math				23,000		23,000			23,000				
NM	New Mexico High School Competency Exam	Lang Arts/Reading/\											20,000		
NM	New Mexico High School Competency Exam	Math/Social Studies/											20,000		
NM	Portfolio Writing Assessment	Writing					23,000		23,000		9,000				
NM	Reading Assessment for Grs. 1 and 2	Reading		20,000	20,000										
NV	High School Proficiency Examination Program	Mathematics												14,479	4,500
NV	High School Proficiency Examination Program	Reading												14,494	4,500
NV	High School Proficiency Examination Program	Writing												17,776	4,250
NV	Norm-Referenced Testing	Language Arts					18,251								
NV	Norm-Referenced Testing	Mathematics					18,233				17,435				
NV	Norm-Referenced Testing	Reading					18,284				17,360				
NV	Writing Proficiency Examination-Grade 8	Writing									17,776				
NY	Occupational Education Proficiency Examinations	Bus Analysis/Bus C													
NY	Occupational Education Proficiency Examinations	Health Occupations													
NY	Occupational Education Proficiency Examinations	Home Economics													
NY	Occupational Education Proficiency Examinations	Intro to Occupations													
NY	Preliminary Competency Tests	Reading													
NY	Preliminary Competency Tests	Writing													

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Part 3.1.1 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
NY	Program Evaluation Tests	Science													
NY	Program Evaluation Tests	Social Studies													
NY	Pupil Evaluation Program Tests	Mathematics													
NY	Pupil Evaluation Program Tests	Reading													
NY	Pupil Evaluation Program Tests	Writing													
NY	Regents Competency Tests	Mathematics													
NY	Regents Competency Tests	Reading													
NY	Regents Competency Tests	Science													
NY	Regents Competency Tests	Social Studies													
NY	Regents Competency Tests	Writing													
NY	Regents Examination Programs	English													
NY	Regents Examination Programs	Foreign Languages													
NY	Regents Examination Programs	Mathematics													
NY	Regents Examination Programs	Science													
NY	Regents Examination Programs	Social Studies													
NY	Second Language Proficiency Examinations	Foreign Languages													
OH	Fourth-Grade Proficiency Testing	Citizenship					125,571								
OH	Fourth-Grade Proficiency Testing	Mathematics					125,686								
OH	Fourth-Grade Proficiency Testing	Reading					125,002								
OH	Fourth-Grade Proficiency Testing	Science					124,663								
OH	Fourth-Grade Proficiency Testing	Writing					124,730								
OH	Ninth-Grade Proficiency Testing	Citizenship									12,222	31,765	12,566	5,965	1,098
OH	Ninth-Grade Proficiency Testing	Mathematics									122,205	46,009	24,819	13,370	3,830
OH	Ninth-Grade Proficiency Testing	Reading									121,939	18,135	7,053	3,063	397
OH	Ninth-Grade Proficiency Testing	Science									122,130	123,071			
OH	Ninth-Grade Proficiency Testing	Writing									121,738	26,942	11,181	4,760	513
OH	Sixth-Grade Proficiency Testing	Citizenship							125,291						
OH	Sixth-Grade Proficiency Testing	Mathematics							128,375						
OH	Sixth-Grade Proficiency Testing	Reading							127,995						
OH	Sixth-Grade Proficiency Testing	Science							128,144						
OH	Sixth-Grade Proficiency Testing	Writing							127,575						
OH	Twelfth-Grade Proficiency Testing	Citizenship													92,330
OH	Twelfth-Grade Proficiency Testing	Mathematics													92,295
OH	Twelfth-Grade Proficiency Testing	Reading													92,659
OH	Twelfth-Grade Proficiency Testing	Science													91,718
OH	Twelfth-Grade Proficiency Testing	Writing													92,201
OK	Norm-Referenced Test - Iowa Test of Basic Skill	Reading				40,468				42,438					

Part 3.1.1 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Language				40,354				42,256					
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Mathematics				40,343				42,253					
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Science				40,444				42,462					
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Social Studies				40,448				42,481					
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Sources of Informati				40,343				42,253					
OK	Oklahoma Core Curriculum Tests (CRTs)	History, Const. and (						41,638			43,310			34,157	
OK	Oklahoma Core Curriculum Tests (CRTs)	Mathematics						41,638			43,310			34,157	
OK	Oklahoma Core Curriculum Tests (CRTs)	Reading						41,638			43,310			34,157	
OK	Oklahoma Core Curriculum Tests (CRTs)	Science						41,638			43,310			34,157	
OK	Oklahoma Core Curriculum Tests (CRTs)	Writing						41,401			42,914			34,079	
OR	Reading, Writing and Mathematics Assessment	Mathematics				39,000		40,648			40,018		33,288		
OR	Reading, Writing and Mathematics Assessment	Reading/Literature				37,920		40,191			39,939		33,298		
OR	Reading, Writing and Mathematics Assessment	Writing						39,728			39,226		33,737		
PA	Reading and Mathematics Assessment	Mathematics						135,000			132,000			105,000	
PA	Reading and Mathematics Assessment	Reading						135,000			132,000			105,000	
PA	Writing Assessment	Writing							107,000			108,000			
RI	Health Performance Assessment	Health					11,616				10,474				
RI	Mathematics Performance Assessment	Mathematics					11,627				10,634			9,157	
RI	Norm-Referenced-MAT, 7	Math Concepts					11,379				10,369		8,618		
RI	Norm-Referenced-MAT, 7	Reading Comprehen					11,414				10,393		8,752		
RI	Writing Performance Assessment	Writing					11,768				10,719		9,136		
SC	Basic Skills Assessment Program	Mathematics				47,482					47,361		40,578		
SC	Basic Skills Assessment Program	Reading				47,156					47,399		40,529		
SC	Basic Skills Assessment Program	Science				47,019			47,958		46,976				
SC	Basic Skills Assessment Program	Writing							48,005		47,062		40,398		
SC	Norm-Referenced Testing	Language Arts					45,732	46,178		47,071		50,301		33,099	
SC	Norm-Referenced Testing	Mathematics					46,051	46,449		47,212		50,401		33,230	
SC	Norm-Referenced Testing	Reading					45,803	46,267		47,193		50,562		33,278	
SD	Norm-referenced	Language					10,650				11,275			9,625	
SD	Norm-referenced	Mathematics					10,650				11,275			9,625	
SD	Norm-referenced	Reading					10,650				11,275			9,625	
SD	Norm-referenced	Science					10,650				11,275			9,625	
SD	Norm-referenced	Social Science					10,650				11,275			9,625	
TN	TCAP Achievement Test-CRT	Language Arts													
TN	TCAP Achievement Test-CRT	Mathematics													

Part 3.1.1 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
TN	TCAP Achievement Test-NRT	Language Arts													
TN	TCAP Achievement Test-NRT	Mathematics													
TN	TCAP Achievement Test-NRT	Reading													
TN	TCAP Achievement Test-NRT	Science													
TN	TCAP Achievement Test-NRT	Social Studies													
TN	TCAP Competency Test	Language Arts										60,000			
TN	TCAP Competency Test	Mathematics										60,000			
TN	TCAP Writing Assessment	Writing					62,000				60,000			45,500	
TX	TX Assessment of Academic Skills (TAAS) and T	Mathematics				220,278	222,095	229,607	243,034	240,195	237,708		212,761	41,463	16,969
TX	TX Assessment of Academic Skills (TAAS) and T	Reading				219,521	221,785	229,488	243,226	240,464	237,871		210,095	21,219	8,019
TX	TX Assessment of Academic Skills (TAAS) and T	Science									235,405				
TX	TX Assessment of Academic Skills (TAAS) and T	Social Studies									237,070				
TX	TX Assessment of Academic Skills (TAAS) and T	Writing					219,021				235,828		209,444	16,413	5,753
UT	Core Assessment CRT Program	Mathematics		31,400	30,100	31,000	34,300	31,200	30,400						
UT	Core Assessment CRT Program	Reading		31,000	31,000	26,000	25,000	26,000	26,000						
UT	Core Assessment CRT Program	Science		25,000	25,100	25,400	24,600	25,500	25,329						
UT	Core Curriculum Testing (Perf. Assessment)	Mathematics													
UT	Core Curriculum Testing (Perf. Assessment)	Reading													
UT	Core Curriculum Testing (Perf. Assessment)	Science													
UT	Core Curriculum Testing (Perf. Assessment)	Social Studies													
UT	Core Curriculum Testing (Perf. Assessment)	Visual Arts													
UT	Norm-Referenced Testing	Language						32,800			35,000			32,600	
UT	Norm-Referenced Testing	Mathematics						32,800			35,000			32,600	
UT	Norm-Referenced Testing	Reading						32,800			35,000			32,600	
UT	Norm-Referenced Testing	Science						32,800			35,000			32,600	
UT	Norm-Referenced Testing	Social Studies						32,800			35,000			32,600	
VA	Literacy Passport Test (LPT)	Mathematics							83,015						
VA	Literacy Passport Test (LPT)	Reading							82,480						
VA	Literacy Passport Test (LPT)	Writing							81,841						
VA	Virginia Student Assessment Program (VSAP-NR	Language				76,958		76,730			75,248			59,139	
VA	Virginia Student Assessment Program (VSAP-NR	Mathematics				77,048		76,684			75,184			59,185	
VA	Virginia Student Assessment Program (VSAP-NR	Reading				74,856		75,299			74,878			59,154	
VT	New Standards ELA	English/Language A				7,377	1,500				8,374				
VT	Portfolio Assessment	Mathematics													
VT	Portfolio Assessment	Writing													

Part 3.1.1 Subjects, grades, and numbers of students tested, by component within state:

ST	Component	Subject	Kg	1	2	3	4	5	6	7	8	9	10	11	12
WA	Norm Reference	Language					68,329				69,865				
WA	Norm Reference	Mathematics					68,485				69,766			53,056	
WA	Norm Reference	Reading					68,321				69,985			53,837	
WA	Norm Reference	Science					68,129				69,241			53,304	
WA	Norm Reference	Social Studies					68,003				69,182			54,073	
WI	WRCT at Grade 3	Reading				56,487									
WI	WSAS Knowledge & Concepts	Mathematics					59,912				62,996		63,369		
WI	WSAS Knowledge & Concepts	Reading					59,268				62,996		63,396		
WI	WSAS Knowledge & Concepts	Science					59,912				62,996		62,665		
WI	WSAS Knowledge & Concepts	Social Studies					59,912				62,996		62,665		
WI	WSAS Knowledge & Concepts	Writing/Language A					58,623				62,333		61,961		
WV	Norm-Referenced Testing	Language	24,000	25,000	24,000	25,000	25,000	26,000	24,000	26,000	26,000	28,000	24,000	24,000	
WV	Norm-Referenced Testing	Mathematics	24,000	25,000	24,000	25,000	25,000	26,000	24,000	26,000	26,000	28,000	24,000	24,000	
WV	Norm-Referenced Testing	Reading	24,000	25,000	24,000	25,000	25,000	26,000	24,000	26,000	26,000	28,000	24,000	24,000	
WV	Norm-Referenced Testing	Science				25,000	25,000	26,000	24,000	26,000	26,000	28,000	24,000	24,000	
WV	Norm-Referenced Testing	Social Studies				25,000	25,000	26,000	24,000	26,000	26,000	28,000	24,000	24,000	
WV	Writing Assessment	Writing					25,000			26,000			24,000		
WY	Wyoming Assessment Program	Vocational													

Part 3.1.2 Were students allowed to retake any assessments on this component?

ST	Program Component	Retakes?
AK	AK Writing Assessment	No
AK	Norm-Referenced Testing	No
AL	Alabama Direct Assessment of Writing	No
AL	Basic Competency Test, Grade 9	No
AL	Exit Exam	Yes
AL	Math End-of-Course Test	No
AL	Stanford Achievement Test	No
AR	Criterion Referenced Test	No
AR	Stanford Achievement Test, Ninth Edition	No
AZ	NRT - Stanford 9	No
CA	Assessments in Career Education (ACE)	NA
CA	Golden State Exams	No
CO	Reading and Writing	No
CT	CT Academic Performance Test (CAPT)	Yes
CT	CT Mastery Test (CMT)	No
DE	Writing Assessment	No
FL	FL Writing Assessment Program	No
FL	High School Competency Test (HSCT)	Yes
GA	GA High School Graduation Tests (GHSGT)	Yes
GA	GA Kindergarten Assessment Program (GKAP)	Yes
GA	Norm-Referenced Testing	No
GA	Writing Assessments	Yes
HI	Credit by Examination (CbyE)	Yes
HI	Stanford Achievement Test 8th Edition	No
HI	Test of Essential Competencies (HSTEC)	Yes
IA	No assessments	
ID	Direct Mathematics Assessment	No
ID	Direct Writing Assessment	No
ID	Standardized Testing ITBS & TAP	No
IL	IL Goal Assessment Program (IGAP)	No
IN	Statewide Assessment	No
KS	KS Assessment Program	No
KY	KIRIS On Demand	No
KY	National Referenced Assessment	No
KY	Open Response Questions	No
KY	Portfolio Assessment	No

Part 3.1.2 Were students allowed to retake any assessments on this component?

ST	Program Component	Retakes?
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No
LA	Kindergarten Develop. Readiness Screen. Prog.	No
LA	LA Graduation Exit Examination	Yes
LA	Norm-Referenced Testing	No
MA	Iowa Tests of Basic Skills	No
MA	Iowa Tests of Educational Development	No
MA	Massachusetts Comprehensive Assessment System	No
MD	MD Functional Testing Program	Yes
MD	MD School Perf. Assessment Program (MSPAP)	No
ME	State Tests	No
MI	Grade 4 and 7 Reading and Mathematics	No
MI	Grade 5 and 8 Science	No
MI	MI High School Proficiency Test	Yes
MN	Basic Standards	Yes
MO	MO Mastery and Achievement Test (MMAT)	No
MO	Missouri Assessment Program (MAP)	No
MS	Functional Literacy Examination (FLE)	Yes
MS	Norm-Referenced Testing	No
MS	Subject Area Testing Program (SATP)	No
MT	Student Assessment Requirement	No
NC	Competency Testing	Yes
NC	NC Testing Program	No
NC	Norm-Referenced Testing	No
ND	Norm-referenced Testing	No
NE	No assessments	
NH	NH Ed. Improvement and Assessment Program	No
NJ	Grade 11 High School Proficiency Test	Yes
NJ	Grade 8 Early Warning Test	No
NM	New Mexico Achievement Assessment	No
NM	New Mexico High School Competency Exam	Yes
NM	Portfolio Writing Assessment	MR
NM	Reading Assessment for Grades 1 and 2	MR
NV	High School Proficiency Examination Program	Yes
NV	Norm-Referenced Testing	No
NV	Writing Proficiency Examination-Grade 8	No

Part 3.1.2 Were students allowed to retake any assessments on this component?

ST	Program Component	Retakes?
NY	Occupational Education Proficiency Examinations	Yes
NY	Preliminary Competency Tests	No
NY	Program Evaluation Tests	No
NY	Pupil Evaluation Program Tests	Yes
NY	Regents Competency Tests	Yes
NY	Regents Examination Programs	Yes
NY	Second Language Proficiency Examinations	Yes
OH	Fourth-Grade Proficiency Testing	No
OH	Ninth-Grade Proficiency Testing	Yes
OH	Sixth-Grade Proficiency Testing	No
OH	Twelfth-Grade Proficiency Testing	No
OK	Norm-referenced test - Iowa Test of Basic Skills	No
OK	Oklahoma Core Curriculum Tests (CRTs)	Yes
OR	Reading, Writing and Mathematics Assessment	No
PA	Reading and Mathematics Assessment	No
PA	Writing Assessment	No
RI	Health Performance Assessment	No
RI	Mathematics Performance Assessment	No
RI	Norm-Referenced-MAT, 7	No
RI	Writing Performance Assessment	No
SC	Basic Skills Assessment Program	No
SC	Norm-Referenced Testing	No
SD	Norm-referenced	No
TN	TCAP Achievement Test-CRT	No
TN	TCAP Achievement Test-NRT	No
TN	TCAP Competency Test	Yes
TN	TCAP Writing Assessment	No
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes
UT	Core Assessment CRT Program	No
UT	Core Curriculum Testing (Perf. Assessment)	MR
UT	Norm-Referenced Testing	No
VA	Literacy Passport Test (LPT)	Yes
VA	Virginia Student Assessment Program (VSAP-NRT)	No
VT	New Standards ELA	No
VT	Portfolio Assessment	Yes
WA	Norm Reference	No
WI	WRCT at Grade 3	No
WI	WSAS Knowledge & Concepts	No

Part 3.1.2 Were students allowed to retake any assessments on this component?

ST	Program Component	Retakes?
WV	Norm-Referenced Testing	No
WV	Writing Assessment	No
WY	Wyoming Assessment Program	No

Totals by Component	Yes=28 No=68
Totals by State	Yes=21 No=46

Part 3.1.3 What percentage of the test items are changed each year?

ST	Program Component	%	Explanation
AK	AK Writing Assessment	100	
AK	Norm-Referenced Testing		Not Known.
AL	Alabama Direct Assessment of Writing	100	
AL	Basic Competency Test, Grade 9		
AL	Exit Exam		
AL	Math End-of-Course Test	100	
AL	Stanford Achievement Test	0	
AR	Criterion Referenced Test	100	
AR	Stanford Achievement Test, Ninth Edition	0	
AZ	NRT - Stanford 9	0	
CA	Assessments in Career Education (ACE)		NA
CA	Golden State Exams		Varies
CO	Reading and Writing	25	
CT	CT Academic Performance Test (CAPT)	100	
CT	CT Mastery Test (CMT)	90	When form change is made (usually every two years).
DE	Writing Assessment	100	
FL	FL Writing Assessment Program	100	
FL	High School Competency Test (HSCT)		
GA	GA High School Graduation Tests (GHSGT		
GA	GA Kindergarten Assessment Program (GK		
GA	Norm-Referenced Testing		
GA	Writing Assessments		
HI	Credit by Examination (CbyE)	0	
HI	Stanford Achievement Test 8th Edition	0	
HI	Test of Essential Competencies (HSTEC)	0	
IA	No assessments		
ID	Direct Mathematics Assessment	100	
ID	Direct Writing Assessment	100	
ID	Standardized Testing ITBS & TAP		
IL	IL Goal Assessment Program (IGAP)	35	
IN	Statewide Assessment	30	
KS	KS Assessment Program		25-50 percent changed each year

Part 3.1.3 What percentage of the test items are changed each year?

ST	Program Component	%	Explanation
KY	KIRIS On Demand		
KY	National Referenced Assessment		
KY	Open Response Questions	13	minimum 13% varies as required by question performance and content coverage
KY	Portfolio Assessment		The format of the portfolio is consistent. Student samples are generated annually.
LA	Grade 3, 5, and 7 Criterion-Referenced Test		Approximately 35-40 percent.
LA	Kindergarten Develop. Readiness Screen. Pr		
LA	LA Graduation Exit Examination		Approximately 35-40 percent
LA	Norm-Referenced Testing		
MA	Iowa Tests of Basic Skills		
MA	Iowa Tests of Educational Development		
MA	Massachusetts Comprehensive Assessment S		Items only piloted in 96-97.
MD	MD Functional Testing Program		Writing 100%; reading, math, citizenship - 50%
MD	MD School Perf. Assessment Program (MSI	50	
ME	State Tests	30	Writing uses a single prompt which is new each year.
MI	Grade 4 and 7 Reading and Mathematics	100	
MI	Grade 5 and 8 Science	80	
MI	MI High School Proficiency Test		reading: new reading selections and items writing: new prompts each year science: 80% mathematics: 75-80%
MN	Basic Standards		New forms each year.
MO	MO Mastery and Achievement Test (MMA1	0	
MO	Missouri Assessment Program (MAP)	50	
MS	Functional Literacy Examination (FLE)		
MS	Norm-Referenced Testing		
MS	Subject Area Testing Program (SATP)		
MT	Student Assessment Requirement		NA--use NRTs.
NC	Competency Testing	0	
NC	NC Testing Program	100	All items are usually changed.
NC	Norm-Referenced Testing	0	Commercial test
ND	Norm-referenced Testing	0	All will be changed next year as it is a new test.
NE	No assessments		

Part 3.1.3 What percentage of the test items are changed each year?

ST	Program Component	%	Explanation
NH	NH Ed. Improvement and Assessment Progr.		approx. 30 - 35 percent
NJ	Grade 11 High School Proficiency Test		secured information
NJ	Grade 8 Early Warning Test		secured information
NM	New Mexico Achievement Assessment		
NM	New Mexico High School Competency Exar	30	
NM	Portfolio Writing Assessment	11	
NM	Reading Assessment for Grades 1 and 2	0	LEA discretion
NV	High School Proficiency Examination Progr	100	Introducing new tests in 1997-98.
NV	Norm-Referenced Testing		Two forms used in alternate years.
NV	Writing Proficiency Examination-Grade 8	100	
NY	Occupational Education Proficiency Examin	100	
NY	Preliminary Competency Tests	0	
NY	Program Evaluation Tests	100	
NY	Pupil Evaluation Program Tests	100	
NY	Regents Compentency Tests	100	
NY	Regents Examination Programs	100	
NY	Second Language Proficiency Examinations	100	
OH	Fourth-Grade Proficiency Testing	66	At least two-thirds
OH	Ninth-Grade Proficiency Testing	66	At least two-thirds
OH	Sixth-Grade Proficiency Testing	66	At least two-thirds
OH	Twelfth-Grade Proficiency Testing	66	At least two-thirds
OK	Norm-Referenced Test - Iowa Test of Basic	0	
OK	Oklahoma Core Curriculum Tests (CRTs)	100	
OR	Reading, Writing and Mathematics Assessm	30	
PA	Reading and Mathematics Assessment	10	
PA	Writing Assessment	44	
RI	Health Performance Assessment	33	
RI	Mathematics Performance Assessment	38	38% changed at gr. 4 grs. 8 and 10 were new in 1996-97
RI	Norm-Referenced-MAT, 7	0	
RI	Writing Performance Assessment	100	Each year different prompts are used.
SC	Basic Skills Assessment Program	100	a different form is used each year
SC	Norm-Referenced Testing	0	
SD	Norm-referenced	0	
TN	TCAP Achievement Test-CRT		

Part 3.1.3 What percentage of the test items are changed each year?

ST	Program Component	%	Explanation
TN	TCAP Achievement Test-NRT		
TN	TCAP Competency Test		
TN	TCAP Writing Assessment		
TX	TX Assessment of Academic Skills (TAAS)	100	
UT	Core Assessment CRT Program	0	
UT	Core Curriculum Testing (Perf. Assessment)	0	
UT	Norm-Referenced Testing	0	
VA	Literacy Passport Test (LPT)		
VA	Virginia Student Assessment Program (VSA		
VT	New Standards ELA	100	
VT	Portfolio Assessment		NA
WA	Norm Reference	0	
WI	WRCT at Grade 3	100	
WI	WSAS Knowledge & Concepts	100	
WV	Norm-Referenced Testing		SAT-9 was a completely new test this year
WV	Writing Assessment		New prompt each year
WY	Wyoming Assessment Program		

Part 3.1.4 In what school year was this assessment component most recently substantially revised? How was it revised?

ST	Program Component	Which Year?	How was it revised?
AK	AK Writing Assessment		
AK	Norm-Referenced Testing	1995-96	Changed NRT from ITBS to CAT/5
AL	Alabama Direct Assessment of Writing	1996-97	Revision of time allowed to take the assessment and revision of the writing prompts used in the assessment.
AL	Basic Competency Test, Grade 9	1990	Higher standards
AL	Exit Exam	1990	Higher Standards
AL	Math End-of Course Test		
AL	Stanford Achievement Test	1995	
AR	Criterion Referenced Test		
AR	Stanford Achievement Test, Ninth Edition	1996	
AZ	NRT - Stanford 9	1995	Harcourt Brace normed the Stanford 9 in 1995
CA	Assessments in Career Education (ACE)	1996-97	New items, new formats.
CA	Golden State Exams		
CO	Reading and Writing	1996-97	We moved from a matrix sample to an assessment of every student in Reading and Writing.
CT	CT Academic Performance Test (CAPT)	1994	Initial implementation
CT	CT Mastery Test (CMT)	1993	New generation introduced
DE	Writing Assessment	1995-96	prewriting activities were used
FL	FL Writing Assessment Program	1992-93	First school year of census assessment. Writing prompts are revised annually.
FL	High School Competency Test (HSCT)	1994-95	assessed student performance at a higher skill in mathematics State-provided calculator for math section assessed student performance at a higher reading level, using intact passages
GA	GA High School Graduation Tests (GHSGT)		
GA	GA Kindergarten Assessment Program (GKAP)	1993	Redesigned portions of the visual stimulus presentation in an attempt to remove possible cultural bias elements.
GA	Norm-Referenced Testing	1992	The ITBS test was re-normed in 1992.
GA	Writing Assessments		
HI	Credit by Examination (CbyE)		
HI	Stanford Achievement Test 8th Edition	1991	New edition adopted
HI	Test of Essential Competencies (HSTEC)	1993	A new competency was added.
IA	No assessments		

Part 3.1.4 In what school year was this assessment component most recently substantially revised? How was it revised?

ST	Program Component	Which Year?	How was it revised?
ID	Direct Mathematics Assessment	1994-95	finished revision & implemented for use.
ID	Direct Writing Assessment	1991-92	Scoring standard made stronger (grades 8 & 11) established for grade 4
ID	Standardized Testing ITBS & TAP	1992	
IL	IL Goal Assessment Program (IGAP)	1995-96	
IN	Statewide Assessment	1995	Changed content (applied skills) changed grade levels tested. Change time of year.
KS	KS Assessment Program	1995	Social Stuides underwent second pilot, others remained the same.
KY	KIRIS On Demand	1996-97	4th grade assessments were split between grades 4 and 5 and the grade 8 assessment between grades 7 and 8. Some multiple choice items have been added to be included in accountability calculations beginning in 2000.
KY	National Referenced Assessment	1997-97	For reporting purposes--not used in accountability calculations
KY	Open Response Questions		
KY	Portfolio Assessment	1996-97	Writing portfolio moved from grade 8 to grade 7
LA	Grade 3, 5, and 7 Criterion-Referenced Test		NA
LA	Kindergarten Develop. Readiness Screen. Prog.	1989-90	Revised list of Kg Screening Tests
LA	LA Graduation Exit Examination		NA
LA	Norm-Referenced Testing	1996-97	Test selection process
MA	Iowa Tests of Basic Skills		
MA	Iowa Tests of Educational Development		
MA	Massachusetts Comprehensive Assessment System		
MD	MD Functional Testing Program		
MD	MD School Perf. Assessment Program (MSPAP)	1995-96	At least half of each test edition is comprised of new items. The rest is comprised of previously used
ME	State Tests	1995	The tests became totally student constructed response in format.
MI	Grade 4 and 7 Reading and Mathematics		
MI	Grade 5 and 8 Science		
MI	MI High School Proficiency Test		
MN	Basic Standards		
MO	MO Mastery and Achievement Test (MMAT)	1991-92	
MO	Missouri Assessment Program (MAP)	1995-96	New state assessments: standards-based performance assessments

Part 3.1.4 In what school year was this assessment component most recently substantially revised? How was it revised?

ST	Program Component	Which Year?	How was it revised?
MS	Functional Literacy Examination (FLE)		
MS	Norm-Referenced Testing	1995-96	Each year, new performance items are developed.
MS	Subject Area Testing Program (SATP)	1995-96	New contract, pilot administration.
MT	Student Assessment Requirement		
NC	Competency Testing	1994-95	New competency test and standards for entering ninth-graders beginning with the 1994-95 school year. Computer skills tests (multiple choice and performance) were implemented effective with the 1996-97 school year for eighth graders as a graduation (high school) requirement.
NC	NC Testing Program	1992-93	The assessment instruments for end-of-grade tests in grades 3-8 were totally revised--became in-house developed rather than norm-referenced commerical standardized test.
NC	Norm-Referenced Testing		Not revised.
ND	Norm-referenced Testing	1989-90	The start of a statewide assessment program with a single test. There will be substantial revisions for 1997-1998.
NE	No assessments		
NH	NH Ed. Improvement and Assessment Program		
NJ	Grade 11 High School Proficiency Test	1993-94	Field tested in 1990. Operational 1993 at which time all 11th graders were required to pass for graduation. Prior to this time, test was administered at the 9th grade level.
NJ	Grade 8 Early Warning Test	1991	First instituted 1991--has never been revised.
NM	New Mexico Achievement Assessment	1991-92	change of instruments from CTBS to ITBS
NM	New Mexico High School Competency Exam	1995-96	Addition of PA items (CR and OE)
NM	Portfolio Writing Assessment	1991-92	from direct writing assessment to Portfolio
NM	Reading Assessment for Grades 1 and 2	1990-91	Local options implemented
NV	High School Proficiency Examination Program	1990-91	New Norm-Referenced Tests in Reading and Math--State Developed. First use of new design 1997-98.
NV	Norm-Referenced Testing	1996-97	TerraNova
NV	Writing Proficiency Examination-Grade 8		Annual review and Minor revision -- Topics and Rubric

Part 3.1.4 In what school year was this assessment component most recently substantially revised? How was it revised?

ST	Program Component	Which Year?	How was it revised?
NY	Occupational Education Proficiency Examinations		new forms each year
NY	Preliminary Competency Tests		
NY	Program Evaluation Tests		new items each year
NY	Pupil Evaluation Program Tests		new forms are prepared every year
NY	Regents Competency Tests		new forms every year
NY	Regents Examination Programs		new forms every year
NY	Second Language Proficiency Examinations		new forms each year
OH	Fourth-Grade Proficiency Testing		
OH	Ninth-Grade Proficiency Testing		
OH	Sixth-Grade Proficiency Testing	1995-96	
OH	Twelfth-Grade Proficiency Testing	1995-96	Different test questions to measure same outcomes; science test added.
OK	Norm-referenced test - Iowa Test of Basic Skills		
OK	Oklahoma Core Curriculum Tests (CRTs)		
OR	Reading, Writing and Mathematics Assessment		
PA	Reading and Mathematics Assessment		Both components rotate new items in to replace those in use. Neither component has ever been substantially revised.
PA	Writing Assessment		Both components rotate new items in to replace those in use. Neither component has ever been substantially revised.
RI	Health Performance Assessment	96-97	97-98 1st year impl. at grade 5 and 9; design revised to include MC and constructed response items.
RI	Mathematics Performance Assessment	96-97	1996-97 new test selected gr. 8 and 10
RI	Norm-Referenced-MAT, 7	1992-93	New Edition of MAT.7
RI	Writing Performance Assessment	1992-93	Went to grades 4 & 8 (from 3 + 6) and in 1995-96 grade 10 was added
SC	Basic Skills Assessment Program	1980-81	New assessment
SC	Norm-Referenced Testing	1994-95	New test selected using draft standards.
SD	Norm-referenced	1993	A new test, the MAT 7, was offered to any school interested. 75 districts participated.
TN	TCAP Achievement Test-CRT		
TN	TCAP Achievement Test-NRT	1990	
TN	TCAP Competency Test	1994-95	Objectives were upgraded.
TN	TCAP Writing Assessment	1995-96	Rubric was streamlined; Fourth grade was issued a narrative prompt.
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	1994	Other grades added; end-of-course test development modified

Part 3.1.4 In what school year was this assessment component most recently substantially revised? How was it revised?

ST	Program Component	Which Year?	How was it revised?
UT	Core Assessment CRT Program		
UT	Core Curriculum Testing (Perf. Assessment)	1997	Added Secondary Math
UT	Norm-Referenced Testing		
VA	Literacy Passport Test (LPT)	1988-89	
VA	Virginia Student Assessment Program (VSAP-NRT)	1996-97	The Stanford 9, TA Abbreviated was given in grades 3, 5, 8, and 11 beginning in spring of 1997. It replaced the ITBS/TAP.
VT	New Standards ELA	1996-97	First year used.
VT	Portfolio Assessment		
WA	Norm Reference	1991-92	New test instruments selected; Grade change from 10th to 11th.
WI	WRCT at Grade 3		New passages/items are written each year; Revised pilot items for reporting on IASA Title I proficiency categories: Advanced, Proficient, Basic, Minimal Performance.
WI	WSAS Knowledge & Concepts	1995-96	New passages/items are selected each year.
WV	Norm-Referenced Testing	1995-96	Adoption of new NRT
WV	Writing Assessment		
WY	Wyoming Assessment Program	1993	added applied science

Part 3.1.5 When were the assessments administered to students and results returned to school districts?

ST	Program Component	Admin (1)	Returned (1)	Admin (2)	Returned (2)	Admin (3)	Returned (3)
AK	AK Writing Assessment	December 1996	March 1997				
AK	Norm-Referenced Testing	Spring 1997	Spring 1997				
AL	Alabama Direct Assessment of Writing	May	August				
AL	Basic Competency Test, Grade 9						
AL	Exit Exam	October	November	March	April		
AL	Math End-of-Course Test	January	August	May	August		
AL	Stanford Achievement Test	April	May				
AR	Criterion Referenced Test	November 1996	April 1997				
AR	Stanford Achievement Test, Ninth Edition	September 1996	December 1996				
AZ	NRT - Stanford 9	March-April 1997	June-July 1997				
CA	Assessments in Career Education (ACE)	NA					
CA	Golden State Exams	January 1997	October 1997	March 1997	December 1997		
CO	Reading and Writing	April - May 1997	November 1997				
CT	CT Academic Performance Test (CAPT)	May 1996	September 1996	May 1997	September 1997		
CT	CT Mastery Test (CMT)	September 1996	December 1996				
DE	Writing Assessment	May 1997	October 1997				
FL	FL Writing Assessment Program	February 1997	May 1997				
FL	High School Competency Test (HSCT)	October 1996	November 1996	March 1997	May 1997		

Part 3.1.5 When were the assessments administered to students and results returned to school districts?

ST	Program Component	Admin (1)	Returned (1)	Admin (2)	Returned (2)	Admin (3)	Returned (3)
GA	GA High School Graduation Tests (GHSGT	September	October	November	December	March/April	May
GA	GA Kindergarten Assessment Program (GK	Entire school year					
GA	Norm-Referenced Testing	March	May	April	June-July		
GA	Writing Assessments	October	December	January	March	March	May
HI	Credit by Examination (CbyE)	May	June				
HI	Stanford Achievement Test 8th Edition	May	August/September				
HI	Test of Essential Competencies (HSTEC)	May	June	October	November	January	February
IA	No assessments						
ID	Direct Mathematics Assessment	February	April				
ID	Direct Writing Assessment	February	April				
ID	Standardized Testing ITBS & TAP	October	December				
IL	IL Goal Assessment Program (IGAP)	March 10, 1997	March 28, 1997				
IN	Statewide Assessment	September 1996	January 1997				
KS	KS Assessment Program	March (math, reading, soc.st.)	May	October (science)	January		
KY	KIRIS On Demand	April 1997	November 1997				
KY	National Referenced Assessment	April 1997	May/June 1997				
KY	Open Response Questions	April/May	November				
KY	Portfolio Assessment	March 1997	November 1997				

Part 3.1.5 When were the assessments administered to students and results returned to school districts?

ST	Program Component	Admin (1)	Returned (1)	Admin (2)	Returned (2)	Admin (3)	Returned (3)
LA	Grade 3, 5, and 7 Criterion-Referenced Tes	April	May				
LA	Kindergarten Develop. Readiness Screen. P						
LA	LA Graduation Exit Examination	April	May				
LA	Norm-Referenced Testing	April	May				
MA	Iowa Tests of Basic Skills	April 1997	June 1997				
MA	Iowa Tests of Educational Development	April 1997	June 1997				
MA	Massachusetts Comprehensive Assessment	April 1997	N/A				
MD	MD Functional Testing Program						
MD	MD School Perf. Assessment Program (MS	May	December				
ME	State Tests						
MI	Grade 4 and 7 Reading and Mathematics	September	December	October	January		
MI	Grade 5 and 8 Science		March				
MI	MI High School Proficiency Test	January/February	end of May				
MN	Basic Standards	February	April				
MO	MO Mastery and Achievement Test (MMA	Spring	approx 4 to 6 weeks				
MO	Missouri Assessment Program (MAP)	Spring	Summer				
MS	Functional Literacy Examination (FLE)	April 1997	June 1997				
MS	Norm-Referenced Testing	October 1996	December 1996				

Part 3.1.5 When were the assessments administered to students and results returned to school districts?

ST	Program Component	Admin (1)	Returned (1)	Admin (2)	Returned (2)	Admin (3)	Returned (3)
MS	Subject Area Testing Program (SATP)	April/May 1997	August 1997				
MT	Student Assessment Requirement	March/April	February				
NC	Competency Testing	Fall 1996	Fall 1996	Spring 1997	Spring 1997		
NC	NC Testing Program	Last 3 weeks of school year	Immediately				
NC	Norm-Referenced Testing	April	May				
ND	Norm-referenced Testing	March/April 1997	May 1997				
NE	No assessments						
NH	NH Ed. Improvement and Assessment Prog	May 1997	October 1997				
NJ	Grade 11 High School Proficiency Test	October	January	April	June		
NJ	Grade 8 Early Warning Test	March	June				
NM	New Mexico Achievement Assessment	March 1997	May 1997				
NM	New Mexico High School Competency Exa	February 1997	April 1997				
NM	Portfolio Writing Assessment	September 1996	May 1997	February 1997	May 1997		
NM	Reading Assessment for Grades 1 and 2	LEA Discretion					
NV	High School Proficiency Examination Prog	February 1997	April 1997	October 1996	December 1996	February 1997	March 1997
NV	Norm-Referenced Testing	October 1996	April 1997				
NV	Writing Proficiency Examination-Grade 8	October 1996	November 1996				

Part 3.1.5 **When were the assessments administered to students and results returned to school districts?**

ST	Program Component	Admin (1)	Returned (1)	Admin (2)	Returned (2)	Admin (3)	Returned (3)
NY	Occupational Education Proficiency Exami	January 1997	February 1998				
NY	Preliminary Competency Tests	September	May				
NY	Program Evaluation Tests	May 1997	February 1998				
NY	Pupil Evaluation Program Tests	May 1997	February 1998				
NY	Regents Competency Tests	Jan./June/Aug. 1997	February 1998				
NY	Regents Examination Programs	Jan./June/Aug.	February 1998				
NY	Second Language Proficiency Examination	June					
OH	Fourth-Grade Proficiency Testing	March	June				
OH	Ninth-Grade Proficiency Testing	October	January	March	May	May	May
OH	Sixth-Grade Proficiency Testing	March	June				
OH	Twelfth-Grade Proficiency Testing	February	April				
OK	Norm-Referenced Test - Iowa Test of Basic	March	May				
OK	Oklahoma Core Curriculum Tests (CRTs)	February	Augus	March	August		
OR	Reading, Writing and Mathematics Assessn	February	April	April	June		
PA	Reading and Mathematics Assessment	February/March 1997	August/Sept. 1997				
PA	Writing Assessment	February 1997	August/Sept. 1997				
RI	Health Performance Assessment	March	August				
RI	Mathematics Performance Assessment	March	June/July				

Part 3.1.5 **When were the assessments administered to students and results returned to school districts?**

ST	Program Component	Admin (1)	Returned (1)	Admin (2)	Returned (2)	Admin (3)	Returned (3)
RI	Norm-Referenced-MAT, 7	March	May				
RI	Writing Performance Assessment	March	June				
SC	Basic Skills Assessment Program	April	July	end of October	December	End of July	September
SC	Norm-Referenced Testing	March-May	April-June				
SD	Norm-referenced	March/April 1997	May 1997				
TN	TCAP Achievement Test-CRT	April	June				
TN	TCAP Achievement Test-NRT	April	June				
TN	TCAP Competency Test	October		February		June	
TN	TCAP Writing Assessment	February	Spring				
TX	TX Assessment of Academic Skills (TAAS						
UT	Core Assessment CRT Program	April	May	May	June		
UT	Core Curriculum Testing (Perf. Assessment	District discretion					
UT	Norm-Referenced Testing	September/October	November				
VA	Literacy Passport Test (LPT)	February 1997	May 1997				
VA	Virginia Student Assessment Program (VS	April 1997	May 1997				
VT	New Standards ELA	April 1997	July 1997				
VT	Portfolio Assessment	submitted July 1997	October 1997				

Part 3.1.5 When were the assessments administered to students and results returned to school districts?

ST	Program Component	Admin (1)	Returned (1)	Admin (2)	Returned (2)	Admin (3)	Returned (3)
WA	Norm Reference	October	November				
WI	WRCT at Grade 3	March	May				
WI	WSAS Knowledge & Concepts	October	January/February				
WV	Norm-Referenced Testing	March 1997	May/June 1997				
WV	Writing Assessment	March 1997	September 1997				
WY	Wyoming Assessment Program						

Part 3.1.6 Are there any changes you forsee in the next year in this component? Who is initiating the changes?

ST	Program Component	Who	What
AL	Exit Exam	State Board	Resolution to develop graduation exam with much higher standards based on newly implemented course requirements.
AL	Math End-of Course Test	State Department	Discontinue end-of-course algebra test
AL	Stanford Achievement Test	State Board	Added reading vocabulary (grs 3-11) complete battery (grs 9-11)
AR	Criterion Referenced Test	Legislature	Legislated expansion of criterion referenced exam to include other subjects and to develop end of level testing for grade 9-10.
CA	Assessments in Career Education (ACE	Other	CDE: New development of on-demand assessments.
CA	Assessments in Career Education (ACE	State Department	Assessments to be modified to correspond more closely to format of Golden State Exams.
CA	Golden State Exams	Legislature	Legislation establishes honors diploma based on GSEs. New exams have to be available to everyone.
CA	Golden State Exams	State Department	New tests-- Reading/Literature, 3rd Year Math--Spring 1998
CT	CT Academic Performance Test (CAPT	State Department	Student responses from extended response sections will be returned to school districts on CD-ROM.
CT	CT Mastery Test (CMT)	State Department	Student writing samples will be returned to all school districts on CD-ROM.
DE	Writing Assessment	Governor	
DE	Writing Assessment	Legislature	
DE	Writing Assessment	State Board	Delaware State Testing Program will be implemented--writing assessment will be imbedded in DSTP.
DE	Writing Assessment	State Department	

Part 3.1.6 Are there any changes you forsee in the next year in this component? Who is initiating the changes?

ST	Program Component	Who	What
FL	FL Writing Assessment Program	State Board	This program will be aligned to FCAT in future years.
FL	High School Competency Test (HSCT)	State Board	This program will be aligned to FCAT in future years.
GA	GA High School Graduation Tests (GH	State Department	Alignment of tests with newly-revised QCC (content standards)
GA	GA Kindergarten Assessment Program	State Department	Revised GKAP (GKAP-R) is developed in 1997-98 to be fully implemented in GA kindergarten classrooms by September 1, 1998.
GA	Writing Assessments	State Department	Alignement of assessments to newly implemented revised Quality Core Curriculum (QCC).
HI	Stanford Achievement Test 8th Edition	State Department	SAT 8 to be replaced.
HI	Test of Essential Competencies (HSTE	State Department	Slight format changes
IA	No assessments		
ID	Direct Mathematics Assessment	State Department	Refining scoring standard and changing to a 5-point scale.
ID	Direct Writing Assessment	State Department	Revising standards for all 3 levels (4, 8 & 11), changing to a 5-point scale, separate nubric per grade.
ID	Standardized Testing ITBS & TAP	Legislature	Funding level may change.
IL	IL Goal Assessment Program (IGAP)	Legislature	Change subject areas and grades assessed. Addition of graduation endorsement a 12 grade level.
IN	Statewide Assessment	Legislature	Established graduation qualifying examination
IN	Statewide Assessment	State Board	New members

Part 3.1.6 Are there any changes you forsee in the next year in this component? Who is initiating the changes?

ST	Program Component	Who	What
KS	KS Assessment Program	State Board	Performance assessments will be optional in reading and mathematics.
KY	National Referenced Assessment	Legislature	General Assembly is considering expansion.
KY	Portfolio Assessment	Legislature	Writing portfolios will move from grade 8 to grade 7. Students will be given more flexibility in types of writing. Math Portfolios were not scored for accountability purposes from 1996 to 1998.
KY	Portfolio Assessment	State Board	Math portfolios removed from accountability; calculations for R and D until, at best, 1999.
LA	Grade 3, 5, and 7 Criterion-Referenced	State Board	Approval of plan to align LEAP with content standards
LA	Grade 3, 5, and 7 Criterion-Referenced	State Department	Plan to align LEAP with content standards.
LA	Norm-Referenced Testing	Legislature	Add grades 8, 9, 10 and 11 to 1997 administration
MA	Iowa Tests of Basic Skills	State Board	Directed DOE to administer grade 3 reading test.
MA	Iowa Tests of Educational Developmer	State Board	Mandated g. 10 achievement test (one time administration in 1996-97)
MA	Massachusetts Comprehensive Assessn	Legislature	1996 is expected to have been the last year of the MEAP. Legislation passed in 1993 calls for a new assessment program.
MI	Grade 5 and 8 Science	State Department	MDE moved the testing window for science and for writing for spring (March) to Winter (January/February)
MI	MI High School Proficiency Test	State Department	The MEAP conducted an external review by a panel of experts of the high school writing test. The review resulted in a report that included a number of recommendations related to the test format, the administration, and the scoring process used to score the assessments. The state board adopted all of the recommendations included in the report. Many of the recommendations were incorporated into the fall 1997 high school writing assessment.

Part 3.1.6 Are there any changes you forsee in the next year in this component? Who is initiating the changes?

ST	Program Component	Who	What
MN	Basic Standards	Legislature	All students in state will participate in this due to statewide testing law.
MO	MO Mastery and Achievement Test (M	Other	DESE & districts Fewer students will be tested in some subject areas due to option of substituting performance-based assessments
MO	Missouri Assessment Program (MAP)	Other	Implementation of the MAP per its development schedule.
MS	Functional Literacy Examination (FLE	State Board	Plan to revise or update FLE this year. May go "online" next year but dates are not firm.
MS	Functional Literacy Examination (FLE	State Department	Plan to revise or update FLE this yer. May go "online" next year, but dates not firm.
MS	Subject Area Testing Program (SATP)	Legislature	These assessments were directed by the state legislature.
MS	Subject Area Testing Program (SATP)	Other	Algebra I, Biology I and U.S. History will be "live" administrations.
MT	Student Assessment Requirement	Legislature	The legislature authorized the state department to review and revise standards. An assessment review will follow.
MT	Student Assessment Requirement	State Board	The State Board of Education and the OPI will review the alignment of tests and standards.
MT	Student Assessment Requirement	State Department	The State Board of Education and the OPI will review the alignment of tests and standards.
NC	Competency Testing	State Board	LEP students now only exempted from taking test up to maximum of two years. Standard may move to a more rigorous one equivalent to grade 10 in the areas of reading and mathematics.
NC	Competency Testing	State Department	The multiple-choice component of the computer skills test are scored and reported locally immediately following the test administration. Scores are aggregated centrally for state-level reporting.
NC	NC Testing Program	State Department	High school comprehensive test in Reading and Mathematics administered to all grade 10 students for the time as directed by the State Board of Education.

Part 3.1.6 Are there any changes you forsee in the next year in this component? Who is initiating the changes?

ST	Program Component	Who	What
ND	Norm-referenced Testing	Legislature	Appropriated funder for testing students state-wide with a norm-referenced test battery and group ability tests.
ND	Norm-referenced Testing	State Department	We found a Test Selection Team composed of 10 educators from the field and 8 people from within our department. We selected a new battery of tests as well as new grades to be tested.
NH	NH Ed. Improvement and Assessment	Governor	Recommended funding for local education improvement assistance program, providing support for development of local assessments and using state assessment to improve instruction.
NH	NH Ed. Improvement and Assessment	Legislature	Authorized funding for local education improvement assistance program.
NJ	Grade 8 Early Warning Test	Other	Pilot administration of 4th grade assessment
NJ	Grade 8 Early Warning Test	State Department	The department will begin field testing the EWT in language arts (reading and writing only) and mathematics based on the new standards.
NM	New Mexico Achievement Assessment	State Board	Change of grade levels from 3, 5, 8 to 4, 6, 8
NM	New Mexico High School Competency	State Board	"Raising standards" = raising cut point score to pass
NM	Portfolio Writing Assessment	State Board	Return to direct writing assessment for 97-98.
NM	Reading Assessment for Grades 1 and	Legislature	SEA request to eliminate the statute requiring this assessment
NV	High School Proficiency Examination	Governor	
NV	High School Proficiency Examination	Legislature	Nevada Education Reform Act (1997) requires administration of new Math and Reading CRTs in 1997-98. Begin development of CRT in Science for introduction in 1999-2000. Moderate standards in 1997-98, increasing in 1998-99, and 99-2000.
NV	High School Proficiency Examination	Other	1997-98-In Place 1996-97-Pilot Testing Proficiency Examination Program Staff New Tests in Reading and Mathematics Criterion-Referenced Greater Difficulty and Higher Standards Expected

Part 3.1.6 Are there any changes you forsee in the next year in this component? Who is initiating the changes?

ST	Program Component	Who	What
NV	Norm-Referenced Testing	Legislature	Inclusion of Science section of TerraNova and 10th grade testing for 1997-98 academic year.
NV	Norm-Referenced Testing	Other	Proficiency Examination Program Staff - Adopted CTBS/TerraNova for 1996-97 academic year
NV	Writing Proficiency Examination-Grad	Legislature	Nevada Education Reform Act requires increased accountability from schools. Fewer students will be exempt from testing.
NV	Writing Proficiency Examination-Grad	Other	Proficiency examination program staff --extend direct assessment in Writing to grade 4 in 1998-99.
OH	Ninth-Grade Proficiency Testing	Legislature	Statute authorized exemptions for certain students with disabilities who attend charted nonpublic schools.
OH	Ninth-Grade Proficiency Testing	State Board	Chartered nonpublic schools to grant students with disabilities exemptions and/or modifications to proficiency tests.
OK	Oklahoma Core Curriculum Tests (CR'	Legislature	Law regarding implementation of the CRT requires the administration of a OK History and Geography assessment beginning in Spring 1998.
OK	Oklahoma Core Curriculum Tests (CR'	State Board	There is a proposal to add new benchmarks (advanced and limited knowledge) to the current satisfactory benchmark
PA	Reading and Mathematics Assessment	Other	For math and reading we are determining the match between the present assessments and drafts of the content standards which are in development. Some revisions in the 1998 tests are being made to better align them with the standards, but full alignment will not be accomplished until 1999 testing.
PA	Writing Assessment	Other	For both components we will determine the match between the present assessments and the recently developed content standards. Some revisions in the assessments may be necessary.
RI	Health Performance Assessment	State Board	Performance standards will be established for new grades
RI	Health Performance Assessment	State Department	Committee established to revised Health Ed. assessment annually

Part 3.1.6 Are there any changes you forsee in the next year in this component? Who is initiating the changes?

ST	Program Component	Who	What
RI	Mathematics Performance Assessment	State Board	gr. 4 math assessment will become the new standards
RI	Mathematics Performance Assessment	State Department	gr. 4 math assessment will become the new standards
RI	Norm-Referenced-MAT, 7	State Board	Eliminate this component for gr. 10 in 1997-98
RI	Writing Performance Assessment	State Board	
RI	Writing Performance Assessment	State Department	Move writing assessment to grades 3 and 7 (from 4 and 8); retain grade 10
SD	Norm-referenced	Legislature	New test tied to standards at Grade 2. A writing assignment at Grades 5 and 9.
SD	Norm-referenced	State Department	The SAT 9 will be adapted for all students in grades 4, 8 and 11 in 1998. Grade 2 will be added in 1999. Grades 5 and 9 will take a writing assessment in the fall of 1998.
TN	TCAP Achievement Test-CRT	State Department	change from 1988 to 1996 norms--allows comparison to national norms.
TN	TCAP Achievement Test-NRT	State Department	Change from 1988 to 1996 norms.
TN	TCAP Writing Assessment	Legislature	Will change to grades 4, 7 and 11 in future.
VA	Literacy Passport Test (LPT)	Governor	
VA	Literacy Passport Test (LPT)	Legislature	Currently moving through the legislative process is a bill to phase out this program over time as the new program is implemented. Actual status of this will not be determined until mid-March. Until then we are proceding with the program with no changes.
VA	Literacy Passport Test (LPT)	State Board	
VA	Literacy Passport Test (LPT)	State Department	

Part 3.1.6 Are there any changes you forsee in the next year in this component? Who is initiating the changes?

ST	Program Component	Who	What
VT	New Standards ELA	Governor	Initiated budget
VT	New Standards ELA	Legislature	Passed budget for ELA assessment
VT	New Standards ELA	State Board	Voted for a comprehensive assessment system in include ELA every other year at grade 4, 8, 10
VT	Portfolio Assessment	Other	Staff are revising rubric and benchmarks creating "line" papers in Writing.
WA	Norm Reference	Legislature	Move assessment from grade 4 to grade 3
WA	Norm Reference	State Department	Move assessment from grade 4 to grade 3 -- recommending legislative action
WI	WRCT at Grade 3	Other	Begin reporting of proficiency category score distributions based on total enrollment and addition of more constructed response items.
WI	WSAS Knowledge & Concepts	Governor	If content standards are issued by executive order, work will begin on a graduation test and the 10th grade K & C exam will sunset in 2000-01.
WI	WSAS Knowledge & Concepts	Other	Begin reporting of proficiency category score distributions based on total enrollment and increase numbers of constructed response items.
WV	Norm-Referenced Testing	State Board	RFP to adopt new norm-referenced test.
WY	Wyoming Assessment Program	Legislature	The legislature met in June and appointed a committee to decide what assessment in Wyoming should look like. However, they did approve a state assessment.

Part 3.1.7 Is this component used to define Adequate Yearly Progress for schools or LEAs? Is this component used in your Transitional or Final Plan to identify school in need of improvement for Title I purposes?

ST	Program Component	Used in AYP?	Transitional Plan?	Final Plan?
AK	AK Writing Assessment	N		
AK	Norm-Referenced Testing	Y	Y	
AL	Alabama Direct Assessment of Writing	N		
AL	Basic Competency Test, Grade 9			
AL	Exit Exam	N		
AL	Math End-of-Course Test	N		
AL	Stanford Achievement Test	Y	Y	Y
AR	Criterion Referenced Test	Y	Y	Y
AR	Stanford Achievement Test, Ninth Edition	Y	Y	Y
AZ	NRT - Stanford 9			
CA	Assessments in Career Education (ACE)	N		
CA	Golden State Exams	N		
CO	Reading and Writing			
CT	CT Academic Performance Test (CAPT)	Y		Y
CT	CT Mastery Test (CMT)	Y		Y
DE	Writing Assessment	N		
FL	FL Writing Assessment Program	Y		
FL	High School Competency Test (HSCT)	Y		
GA	GA High School Graduation Tests (GHSGT)	N		
GA	GA Kindergarten Assessment Program (GKAP)	Y	Y	U
GA	Norm-Referenced Testing	Y	Y	U
GA	Writing Assessment		N	U
HI	Credit by Examination (CbyE)	N		
HI	Stanford Achievement Test 8th Edition	Y	Y	N
HI	Test of Essential Competencies (HSTEC)	N		
IA	No assessments			
ID	Direct Mathematics Assessment	Y	Y	U
ID	Direct Writing Assessment	Y	Y	U

Y = Yes N = No U = Undecided

Part 3.1.7 **Is this component used to define Adequate Yearly Progress for schools or LEAs?**
Is this component used in your Transitional or Final Plan to identify school in need of improvement for Title I purposes?

ST	Program Component	Used in AYP?	Transitional Plan?	Final Plan?
ID	Standardized Testing ITBS & TAP	Y	Y	U
IL	IL Goal Assessment Program (IGAP)	Y		Y
IN	Statewide Assessment	Y	Y	
KS	KS Assessment Program	Y	Y	Y
KY	KIRIS On Demand	Y	Y	N
KY	National Referenced Assessment	N		
KY	Open Response Questions	Y	Y	N
KY	Portfolio Assessment	Y	Y	Y
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Y	Y	U
LA	Kindergarten Develop. Readiness Screen. Prog.	N	N	U
LA	LA Graduation Exit Examination	Y	Y	
LA	Norm-Referenced Testing	N	N	U
MA	Iowa Tests of Basic Skills	N		
MA	Iowa Tests of Educational Development	N		
MA	Massachusetts Comprehensive Assessment System	N	N	Y
MD	MD Functional Testing Program	Y		
MD	MD School Perf. Assessment Program (MSPAP)	Y		
ME	State Tests	Y		
MI	Grade 4 and 7 Reading and Mathematics	Y	Y	
MI	Grade 5 and 8 Science	Y		Y
MI	MI High School Proficiency Test	Y		Y
MN	Basic Standards	N		
MO	MO Mastery and Achievement Test (MMAT)	Y	Y	
MO	Missouri Assessment Program (MAP)	Y		
MS	Functional Literacy Examination (FLE)	N		
MS	Norm-Referenced Testing	N		
MS	Subject Area Testing Program (SATP)			

Y = Yes N = No U = Undecided

Part 3.1.7 Is this component used to define Adequate Yearly Progress for schools or LEAs? Is this component used in your Transitional or Final Plan to identify school in need of improvement for Title I purposes?

ST	Program Component	Used in AYP?	Transitional Plan?	Final Plan?
MT	Student Assessment Requirement	Y	Y	U
NC	Competency Testing	N		
NC	NC Testing Program	Y	Y	Y
NC	Norm-Referenced Testing	N		
ND	Norm-referenced Testing	Y	Y	
NE	No assessments			
NH	NH Ed. Improvement and Assessment Program	Y	Y	Y
NJ	Grade 11 High School Proficiency Test	N		
NJ	Grade 8 Early Warning Test			
NM	New Mexico Achievement Assessment	Y	U	U
NM	New Mexico High School Competency Exam	N		
NM	Portfolio Writing Assessment	N		
NM	Reading Assessment for Grades 1 and 2	N		
NV	High School Proficiency Examination Program	N		
NV	Norm-Referenced Testing	N		
NV	Writing Proficiency Examination-Grade 8	N		
NY	Occupational Education Proficiency Examinations	Y	N	N
NY	Preliminary Competency Tests	N		
NY	Program Evaluation Tests	Y	N	N
NY	Pupil Evaluation Program Tests	Y		
NY	Regents Competency Tests	Y	N	N
NY	Regents Examination Programs			
NY	Second Language Proficiency Examinations	N		
OH	Fourth-Grade Proficiency Testing	Y		Y
OH	Ninth-Grade Proficiency Testing	Y		Y
OH	Sixth-Grade Proficiency Testing	Y		Y
OH	Twelfth-Grade Proficiency Testing	Y		Y
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Y	Y	Y

Y = Yes N = No U = Undecided

Part 3.1.7 Is this component used to define Adequate Yearly Progress for schools or LEAs? Is this component used in your Transitional or Final Plan to identify school in need of improvement for Title I purposes?

ST	Program Component	Used in AYP?	Transitional Plan?	Final Plan?
OK	Oklahoma Core Curriculum Tests (CRTs)	Y	Y	Y
OR	Reading, Writing, and Mathematics Assessment			
PA	Reading and Mathematics Assessment	Y	Y	
PA	Writing Assessment	N		
RI	Health Performance Assessment	N		
RI	Mathematics Performance Assessment	Y	Y	Y
RI	Norm-Referenced-MAT, 7	Y	U	U
RI	Writing Performance Assessment	Y	U	U
SC	Basic Skills Assessment Program	N		
SC	Norm-Referenced Testing	Y	Y	N
SD	Norm-referenced	Y	Y	Y
TN	TCAP Achievement Test-CRT	Y	Y	N
TN	TCAP Achievement Test-NRT	N	N	N
TN	TCAP Competency Test	Y	Y	N
TN	TCAP Writing Assessment		N	U
TX	TX Assessment of Academic Skills (TAAS) & TX End-of -Course Tes	Y	Y	Y
UT	Core Assessment CRT Program	Y		Y
UT	Core Curriculum Testing (Perf. Assessment)	Y		N
UT	Norm-Referenced Testing	Y		Y
VA	Literacy Passport Test (LPT)			
VA	Virginia Student Assessment Program (VSAP-NRT)	Y	Y	
VT	New Standards ELA	Y	Y	Y
VT	Portfolio Assessment	Y	Y	U
WA	Norm Reference	Y	Y	
WI	WRCT at Grade 3	N		
WI	WSAS Knowledge & Concepts	Y	Y	Y
WV	Norm-Referenced Testing	Y	Y	Y

Y = Yes N = No U = Undecided

Part 3.1.7 **Is this component used to define Adequate Yearly Progress for schools or LEAs?**
Is this component used in your Transitional or Final Plan to identify school in need of improvement for Title I purposes?

ST	Program Component	Used in AYP?	Transitional Plan?	Final Plan?
WV	Writing Assessment	N		
WY	Wyoming Assessment Program	Y	Y	Y
	Totals by State	Y=59 N=31	Y=35 N=9 U=3	Y=27 N=11 U=14

Y = Yes N = No U = Undecided

Part 3.1.8 Please identify which groups of students were assesessed in this component, the type(s) of measures, types of items, and how the assessments were administered to students.

ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
AK	AK Writing Assessment	Writing	1	3	6	1
AK	Norm-Referenced Testing	Mathematics	1	1	1	1
AK	Norm-Referenced Testing	Other LA	1	1	1	1
AK	Norm-Referenced Testing	Reading	2	1	1	1
AK	Norm-Referenced Testing	Science	1	1	1	1
AL	Alabama Direct Assessment of Writing	Other LA	1	4	9	3
AL	Alabama Direct Assessment of Writing	Writing	1	3	9	3
AL	Basic Competency Test, Grade 9	Mathematics	1	2	1	1
AL	Basic Competency Test, Grade 9	Other LA	1	2	1	1
AL	Basic Competency Test, Grade 9	Reading	1	2	1	1
AL	Exit Exam	Mathematics	1	2	1	1
AL	Exit Exam	Other LA	1	2	1	1
AL	Exit Exam	Reading	1	2	1	1
AL	Math End-of-Course Test	Mathematics	1	2, 4	1, 6	1
AL	Stanford Achievement Test	Mathematics	1	1	1	1
AL	Stanford Achievement Test	Other LA	1	1	1	1
AL	Stanford Achievement Test	Reading	1	1	1	1
AL	Stanford Achievement Test	Science	1	1	1	1
AL	Stanford Achievement Test	Social Studies	1	1	1	1
AR	Criterion Referenced Test	Mathematics	1	2	1, 5, 6	2

Student Groups
1=All Students Statewide
2=Students sampled by district
3=Students sampled by school
4=Students sampled by classroom
5=Individual student sampling
6=Voluntary at district level
7=Voluntary at school level
8=Voluntary at student level

Test Types
1= Norm-referenced test
2=Criterion-referenced test
3=Writing assessment
4=Performance assessment
5=Portfolio
6=Other

Item Types
1=Multiple-choice, single correct answer
2=Multiple-choice, multiple correct answer
3=Multiple-choice with student explanation
4=Fill in the blank or cloze
5=Short answer
6=Extended response
7=Observation
8=Examples of student work
9=Individual hands-on performence tasks
10=Group hands-on performance tasks
11=Projects, exhibitions, or demonstrations
12=Computer adaptive items
13=Gridded
14=Other

Assessment Administration
1=All students take common test
2=Multiple forms with common items (anchor)
3=Multiple forms with no common items

Part 3.1.8 **Please identify which groups of students were assessessed in this component, the type(s) of measures, types of items, and how the assessments were administered to students.**

ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
AR	Criterion Referenced Test	Reading	1	2	1, 5, 6	2
AR	Criterion Referenced Test	Writing	1	2, 3	1, 5, 6	2
AR	Stanford Achievement Test, Ninth Edition	Mathematics	1	1	1	1
AR	Stanford Achievement Test, Ninth Edition	Other LA	1	1	1	1
AR	Stanford Achievement Test, Ninth Edition	Reading	1	1	1	1
AR	Stanford Achievement Test, Ninth Edition	Science	1	1	1	1
AR	Stanford Achievement Test, Ninth Edition	Social Studies	1	1	1	1
AZ	NRT - Stanford 9	Mathematics	1	1	1	1
AZ	NRT - Stanford 9	Reading	1	1	1	1
AZ	NRT - Stanford 9	Writing	1	1	1	1
CA	Assessments in Career Education (ACE)		6	2, 3, 4	6, 7, 8, 9, 11	NA
CA	Golden State Exams	Civics/Government	8	2	1, 5, 6	2
CA	Golden State Exams	Economics	8	2	1, 5, 6	2
CA	Golden State Exams	History	8	2	1, 5, 6	2
CA	Golden State Exams	Mathematics	8	2	1, 5, 6	2
CA	Golden State Exams	Science	8	2	1, 5, 6	2
CA	Golden State Exams	Writing	8	3	6	2
CO	Reading and Writing	Reading	1	2	1, 4, 5, 6	1
CO	Reading and Writing	Writing	1	2, 3	1, 4, 5, 6	1
CT	CT Academic Performance Test (CAPT)	Mathematics	1	2, 4	1, 5, 6	2
CT	CT Academic Performance Test (CAPT)	Other LA	1	3	6	2

Student Groups
1=All Students Statewide
2=Students sampled by district
3=Students sampled by school
4=Students sampled by classroom
5=Individual student sampling
6=Voluntary at district level
7=Voluntary at school level
8=Voluntary at student level

Test Types
1= Norm-referenced test
2=Criterion-referenced test
3=Writing assessment
4=Performance assessment
5=Portfolio
6=Other

Item Types
1=Multiple-choice, single correct answer
2=Multiple-choice, multiple correct answer
3=Multiple-choice with student explanation
4=Fill in the blank or cloze
5=Short answer
6=Extended response
7=Observation
8=Examples of student work
9=Individual hands-on performence tasks
10=Group hands-on performance tasks
11=Projects, exhibitions, or demonstrations
12=Computer adaptive items
13=Gridded
14=Other

Assessment Administration
1=All students take common test
2=Multiple forms with common items (anchor)
3=Multiple forms with no common items

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Part 3.1.8 **Please identify which groups of students were assessessed in this component, the type(s) of measures, types of items, and how the assessments were administered to students.**

ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
CT	CT Academic Performance Test (CAPT)	Science	1	2, 4	1, 6, 9	2
CT	CT Mastery Test (CMT)	Mathematics	1	2	1, 3, 4, 5, 6	1
CT	CT Mastery Test (CMT)	Reading	1	2	1, 3, 4, 5, 6	1
CT	CT Mastery Test (CMT)	Writing	1	3	6	1
DE	Writing Assessment	Writing	1	3	6	1
FL	FL Writing Assessment Program	Writing	1	3	6	2
FL	High School Competency Test (HSCT)	Mathematics	1	2	1	2
FL	High School Competency Test (HSCT)	Reading	1	2	1	2
FL	High School Competency Test (HSCT)	Writing	1	2	1	2
GA	GA High School Graduation Tests (GHSGT)	Language Arts	1	2	1	1
GA	GA High School Graduation Tests (GHSGT)	Mathematics	1	2	1	1
GA	GA High School Graduation Tests (GHSGT)	Science	1	2	1	1
GA	GA High School Graduation Tests (GHSGT)	Social Studies	1	2	1	1
GA	GA High School Graduation Tests (GHSGT)	Writing	1	3	1, 5, 6	1
GA	GA Kindergarten Assessment Program (GKAP)	Communicative Capability	1	4	7, 9	3
GA	GA Kindergarten Assessment Program (GKAP)	Logical/Mathematic	1	4	7, 9	3
GA	GA Kindergarten Assessment Program (GKAP)	Personal Capability	1	4	7, 9	3
GA	GA Kindergarten Assessment Program (GKAP)	Physical Capability	1	4	7, 9	3
GA	GA Kindergarten Assessment Program (GKAP)	Social Capability	1	4	7, 9	3
GA	Norm-Referenced Testing	Language	1	1	1	1

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Test Types
1= Norm-referenced test
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ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
GA	Norm-Referenced Testing	Mathematics	1	1	1	2
GA	Norm-Referenced Testing	Reading	1	1	1	2
GA	Norm-Referenced Testing	Science	1	1	1	1
GA	Norm-Referenced Testing	Social Studies	1	1	1	1
GA	Norm-Referenced Testing	Sources of Information	1	1	1	1
GA	Writing Assessments	Writing	1	3, 5	6, 8, 9	1
HI	Credit by Examination (CbyE)	Foreign Language	8	2, 4		1
HI	Credit by Examination (CbyE)	Mathematics	8	2, 4		1
HI	Stanford Achievement Test 8th Edition	Language Arts	1	1	1	1
HI	Stanford Achievement Test 8th Edition	Mathematics	1	1	1	1
HI	Stanford Achievement Test 8th Edition	Reading	1	1	1	1
HI	Test of Essential Competencies (HSTEC)	Basic Skills	1	2	1	1
IA	No assessments					
ID	Direct Mathematics Assessment	Mathematics	1	4	5, 6, 8	1
ID	Direct Writing Assessment	Writing	1	3	6	1
ID	Standardized Testing ITBS & TAP	Language Arts	1	1	1	1
ID	Standardized Testing ITBS & TAP	Mathematics	1	1	1	1
ID	Standardized Testing ITBS & TAP	Reading	1	1	1	1
ID	Standardized Testing ITBS & TAP	Science	1	1	1	1

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ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
ID	Standardized Testing ITBS & TAP	Social Studies	1	1	1	1
ID	Standardized Testing ITBS & TAP	Sources of Information	1	1	1	1
IL	IL Goal Assessment Program (IGAP)	Fine Arts	5	1	1	3
IL	IL Goal Assessment Program (IGAP)	Health/Physical Education	5	1	1	3
IL	IL Goal Assessment Program (IGAP)	Mathematics	1	1, 2	1	1
IL	IL Goal Assessment Program (IGAP)	Reading	1	1, 2	2	1
IL	IL Goal Assessment Program (IGAP)	Science	1	1, 2	1	1
IL	IL Goal Assessment Program (IGAP)	Social Studies	1	1, 2	1	1
IL	IL Goal Assessment Program (IGAP)	Writing	1	3	6	1
IN	Statewide Assessment	Mathematics	1	1, 2	1, 5	1
IN	Statewide Assessment	Reading	1	1, 2	1, 5, 6	1
IN	Statewide Assessment	Writing	1	3	1, 5, 6	1
KS	KS Assessment Program	Mathematics	1	2, 4	1, 2, 5, 6	1
KS	KS Assessment Program	Reading	1	2, 4	2, 5	1
KS	KS Assessment Program	Science	1	2, 4	1, 2, 6, 9,10,11	2
KS	KS Assessment Program	Social Studies	1	2, 4	1, 2, 6, 9, 11	3
KS	KS Assessment Program	Writing	1	3	6	1
KY	KIRIS On Demand	KIRIS On Demand	1	4	1, 6	2
KY	National Referenced Assessment	Mathematics	1	1	1	1
KY	National Referenced Assessment	Reading	1	1	1	1
KY	Open Response Questions	Career/Voc.Ed	1	4	1, 6	2

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ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
KY	Open Response Questions	Civics	1	4	1, 6	2
KY	Open Response Questions	Dance	1	4	1, 6	2
KY	Open Response Questions	Economics	1	4	1, 6	2
KY	Open Response Questions	Employability Skills	1	4	1, 6	2
KY	Open Response Questions	Geography	1	4	1, 6	2
KY	Open Response Questions	Health Education	1	4	1, 6	2
KY	Open Response Questions	History	1	4	1, 6	2
KY	Open Response Questions	Mathematics	1	4	1, 6	2
KY	Open Response Questions	Music	1	4	1, 6	2
KY	Open Response Questions	Physical Education	1	4	1, 6	2
KY	Open Response Questions	Reading	1	4	1, 6	2
KY	Open Response Questions	Science	1	4	1, 6	2
KY	Open Response Questions	Social Studies	1	4	1, 6	2
KY	Open Response Questions	Theatre	1	4	1, 6	2
KY	Open Response Questions	Visual Arts	1	4	1, 6	2
KY	Open Response Questions	Writing	1	3	1, 6	2
KY	Portfolio Assessment	Writing	1	3, 5	8	1
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Mathematics	1	2	1	1
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Other LA	1	2	1	1
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Reading	1	2	1	1
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Writing	1	2	1	1
LA	Kindergarten Develop. Readiness Screen. Prog.	Developmental Readiness	1	2	5, 7, 9	3
LA	LA Graduation Exit Examination	Mathematics	1	2	1, 6	1

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ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
LA	LA Graduation Exit Examination	Other LA	1	2	1, 6	1
LA	LA Graduation Exit Examination	Reading	1	2	1, 6	1
LA	LA Graduation Exit Examination	Science	1	2	1, 6	1
LA	LA Graduation Exit Examination	Social Studies	1	2	1, 6	1
LA	LA Graduation Exit Examination	Writing	1	2, 3	6	1
LA	Norm-Referenced Testing	Mathematics	1	1	1	1
LA	Norm-Referenced Testing	Other LA	1	1	1	1
LA	Norm-Referenced Testing	Reading	1	1	1	1
LA	Norm-Referenced Testing	Science	1	1	1	1
LA	Norm-Referenced Testing	Social Studies	1	1	1	1
MA	Iowa Tests of Basic Skills	Reading	1	1	1	1
MA	Iowa Tests of Educational Development	Reading	1	1	1	1
MA	Massachusetts Comprehensive Assessment System	Mathematics				
MA	Massachusetts Comprehensive Assessment System	Science and Technology				
MD	MD Functional Testing Program	Civics	1	2	1, 12	1
MD	MD Functional Testing Program	Mathematics	1	2	1, 12	1
MD	MD Functional Testing Program	Reading	1	2	1, 12	1
MD	MD Functional Testing Program	Writing	1	2	6, 3	1
MD	MD School Perf. Assessment Program (MSPAP)	Mathematics	1	4	1, 5, 6, 10	3
MD	MD School Perf. Assessment Program (MSPAP)	Other LA	1	4	1, 5, 6, 10	3
MD	MD School Perf. Assessment Program (MSPAP)	Reading	1	4	1, 5, 6, 10	3

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ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
MD	MD School Perf. Assessment Program (MSPAP)	Science	1	4	1, 5, 6, 10	3
MD	MD School Perf. Assessment Program (MSPAP)	Social Studies	1	4	1, 5, 6, 10	3
MD	MD School Perf. Assessment Program (MSPAP)	Writing	1	3	1, 5, 6, 10	3
ME	State Tests	Arts and Humanities	1	4	6	3
ME	State Tests	Mathematics	1	4	6	2
ME	State Tests	Reading	1	4	6	2
ME	State Tests	Science	1	4	6	3
ME	State Tests	Social Studies	1	4	6	3
ME	State Tests	Writing	1	3	6	1
MI	Grade 4 and 7 Reading and Mathematics	Mathematics	1	2	1	1
MI	Grade 4 and 7 Reading and Mathematics	Reading	1	2	1	1
MI	Grade 5 and 8 Science	Science	1	2	1, 5, 10	1
MI	Grade 5 and 8 Science	Writing	1	3	6, 10	1
MI	MI High School Proficiency Test	Mathematics	1	2	1, 5	1
MI	MI High School Proficiency Test	Reading	1	2	1, 6	3
MI	MI High School Proficiency Test	Science	1	2	1, 5	1
MI	MI High School Proficiency Test	Writing	1	3	6	3
MN	Basic Standards	Mathematics	6	2	1	1
MN	Basic Standards	Reading	6	2	1	1
MN	Basic Standards	Writing	6	3	6	1
MO	MO Mastery and Achievement Test (MMAT)	Language Arts	1	2	1	1

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ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
MO	MO Mastery and Achievement Test (MMAT)	Mathematics	1	2	1	1
MO	MO Mastery and Achievement Test (MMAT)	Science	1	2	1	1
MO	MO Mastery and Achievement Test (MMAT)	Social Studies	1	2	1	1
MO	Missouri Assessment Program (MAP)	Communication Arts	1	1, 4	1, 6, 9	1
MO	Missouri Assessment Program (MAP)	Mathematics	1	1, 4	1, 6, 9	1
MS	Functional Literacy Examination (FLE)	Mathematics	1	2	1	1
MS	Functional Literacy Examination (FLE)	Reading	1	2	1	1
MS	Functional Literacy Examination (FLE)	Writing	1	2, 3	1, 6, 8	1
MS	Norm-Referenced Testing	Mathematics	1	1	1	1
MS	Norm-Referenced Testing	Other LA	1	4	6	1
MS	Norm-Referenced Testing	Reading	1	1	1	1
MS	Subject Area Testing Program (SATP)	History	1	2	1, 4, 5, 6	2
MS	Subject Area Testing Program (SATP)	Mathematics	1	2	1, 4, 5, 6	2
MT	Student Assessment Requirement	Mathematics	1	1	1, 2	1
MT	Student Assessment Requirement	Other LA	1	1	1, 2	1
MT	Student Assessment Requirement	Reading	1	1	1, 2	1
MT	Student Assessment Requirement	Science	1	1	1, 2	1
MT	Student Assessment Requirement	Social Studies	1	1	1, 2	1
NC	Competency Testing	Computer Skills	1	1, 2, 4	1, 5, 9	3
NC	Competency Testing	Mathematics	1	1, 2	1	3
NC	Competency Testing	Reading	1	1, 2	1	3

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ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
NC	NC Testing Program	Biology	1	1, 2	1	1
NC	NC Testing Program	Civics	1	1, 2	1	1
NC	NC Testing Program	History	1	1, 2	1	1
NC	NC Testing Program	Mathematics	1	1, 2	1, 5	3
NC	NC Testing Program	Reading	1	1, 2	1, 5	3
NC	NC Testing Program	Writing	1	3	6	3
NC	Norm-Referenced Testing	Mathematics	5	1	1	1
NC	Norm-Referenced Testing	Other Language Arts	5	1	1	1
NC	Norm-Referenced Testing	Reading	5	1	1	1
ND	Norm-Referenced Testing	Mathematics	1	1, 2	1	1
ND	Norm-Referenced Testing	Other LA	1	1, 2	1	1
ND	Norm-Referenced Testing	Reading	1	1, 2	1	1
ND	Norm-Referenced Testing	Science	1	1, 2	1	1
ND	Norm-Referenced Testing	Social Studies	1	1, 2	1	1
NE	No assessments					
NH	NH Ed. Improvement and Assessment Program	Civics/Gov't	1	2	1, 6	2
NH	NH Ed. Improvement and Assessment Program	Economics	1	2	1, 6	2
NH	NH Ed. Improvement and Assessment Program	Geography	1	2	1, 6	2
NH	NH Ed. Improvement and Assessment Program	History	1	2	1, 6	2
NH	NH Ed. Improvement and Assessment Program	Mathematics	1	2	1, 6	2
NH	NH Ed. Improvement and Assessment Program	Other LA	1	2	1, 6	2
NH	NH Ed. Improvement and Assessment Program	Reading	1	2	1, 6	2
NH	NH Ed. Improvement and Assessment Program	Science	1	2	1, 6	2

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ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
NH	NH Ed. Improvement and Assessment Program	Social Studies	1	2	1, 6	2
NH	NH Ed. Improvement and Assessment Program	Writing	1	2, 3	1, 6	2
NJ	Grade 11 High School Proficiency Test	Mathematics	1	2	1, 5	2
NJ	Grade 11 High School Proficiency Test	Reading	1	2	1, 5	2
NJ	Grade 11 High School Proficiency Test	Writing	1	2, 3	1, 6	2
NJ	Grade 8 Early Warning Test	Mathematics	1	2	1, 5	2
NJ	Grade 8 Early Warning Test	Reading	1	2	1, 5	2
NJ	Grade 8 Early Warning Test	Writing	1	2, 3	1, 6	2
NM	New Mexico Achievement Assessment	Mathematics	1	1	1	1
NM	New Mexico Achievement Assessment	Other LA	1	1	1	1
NM	New Mexico Achievement Assessment	Reading	1	1	1	1
NM	New Mexico High School Competency Exam	Mathematics	1	2	1, 5	1
NM	New Mexico High School Competency Exam	Other LA	1	2	1, 5	1
NM	New Mexico High School Competency Exam	Reading	1	2	1, 5	1
NM	New Mexico High School Competency Exam	Science	1	2	1, 5	1
NM	New Mexico High School Competency Exam	Social Studies	1	2	1, 5	1
NM	New Mexico High School Competency Exam	Writing	1	3	6	1
NM	Portfolio Writing Assignment	Writing	1	3	6	1
NM	Reading Assessment for Grades 1 and 2	Reading	1	local opt.	local opt.	local opt.
NV	High School Proficiency Examination Program	Mathematics	1	1	1	1

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ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
NV	High School Proficiency Examination Program	Reading	1	1	1	1
NV	High School Proficiency Examination Program	Writing	1	3	6	1
NV	Norm-Referenced Testing	Mathematics	1	1	1	2
NV	Norm-Referenced Testing	Other LA	1	1	1	2
NV	Norm-Referenced Testing	Reading	1	1	1	2
NV	Writing Proficiency Examination-Grade 8	Writing	1	3	6	1
NY	Occupational Education Proficiency Examinations	Career/Voc Ed	1	2	1	1
NY	Preliminary Competency Tests	Reading	1	2	4	6
NY	Preliminary Competency Tests	Writing	1	3	6	1
NY	Program Evaluation Tests	Science	1	2	1, 9	1
NY	Program Evaluation Tests	Social Studies	1	2	1, 6	1
NY	Pupil Evaluation Program Tests	Mathematics	1	2	1	1
NY	Pupil Evaluation Program Tests	Reading	1	2	1	1
NY	Pupil Evaluation Program Tests	Writing	1	3	6	1
NY	Regents Competency Tests	Mathematics	1	1	1, 5	1
NY	Regents Competency Tests	Reading	1	1	1	1
NY	Regents Competency Tests	Science	1	1	1, 5	1
NY	Regents Competency Tests	Social Studies	1	1	1, 6	1
NY	Regents Competency Tests	Writing	1	3	6	1

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ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
NY	Regents Examination Programs	Foreign Language	1	2	1, 5, 9	1
NY	Regents Examination Programs	Mathematics	1	2	1, 5, 6	1
NY	Regents Examination Programs	Other LA	1	2	1, 6	1
NY	Regents Examination Programs	Science	1	2	1, 5	1
NY	Regents Examination Programs	Social Studies	1	2	1, 6	1
NY	Second Language Proficiency Examinations	Foreign Language	1	2, 3, 4	1, 6	1
OH	Fourth-Grade Proficiency Testing	Mathematics	1	2	1, 5, 6	1
OH	Fourth-Grade Proficiency Testing	Reading	1	2	1, 5, 6	1
OH	Fourth-Grade Proficiency Testing	Science	1	2	1, 5, 6	1
OH	Fourth-Grade Proficiency Testing	Social Studies	1	2	1, 5, 6	1
OH	Fourth-Grade Proficiency Testing	Writing	1	3	6	1
OH	Ninth-Grade Proficiency Testing	Mathematics	1	2	1	1
OH	Ninth-Grade Proficiency Testing	Reading	1	2	1	1
OH	Ninth-Grade Proficiency Testing	Science	1	2	1	1
OH	Ninth-Grade Proficiency Testing	Social Studies	1	2	1	1
OH	Ninth-Grade Proficiency Testing	Writing	1	3	6	1
OH	Sixth-Grade Proficiency Testing	Mathematics	1	2	1, 5, 6	1
OH	Sixth-Grade Proficiency Testing	Reading	1	2	1, 5, 6	1
OH	Sixth-Grade Proficiency Testing	Science	1	2	1, 5, 6	1
OH	Sixth-Grade Proficiency Testing	Social Studies	1	2	1, 5, 6	1
OH	Sixth-Grade Proficiency Testing	Writing	1	3	6	1
OH	Twelfth-Grade Proficiency Testing	Mathematics	1	2	1, 13	1

Student Groups
1=All Students Statewide
2=Students sampled by district
3=Students sampled by school
4=Students sampled by classroom
5=Individual student sampling
6=Voluntary at district level
7=Voluntary at school level
8=Voluntary at student level

Test Types
1= Norm-referenced test
2=Criterion-referenced test
3=Writing assessment
4=Performance assessment
5=Portfolio
6=Other

Item Types
1=Multiple-choice, single correct answer
2=Multiple-choice, multiple correct answer
3=Multiple-choice with student explanation
4=Fill in the blank or cloze
5=Short answer
6=Extended response
7=Observation
8=Examples of student work
9=Individual hands-on performence tasks
10=Group hands-on performance tasks
11=Projects, exhibitions, or demonstrations
12=Computer adaptive items
13=Gridded
14=Other

Assessment Administration
1=All students take common test
2=Multiple forms with common items (anchor)
3=Multiple forms with no common items

Part 3.1.8 **Please identify which groups of students were assessessed in this component, the type(s) of measures, types of items, and how the assessments were administered to students.**

ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
OH	Twelfth-Grade Proficiency Testing	Reading	1	2	1	1
OH	Twelfth-Grade Proficiency Testing	Science	1	2	1	1
OH	Twelfth-Grade Proficiency Testing	Social Studies	1	2	1	1
OH	Twelfth-Grade Proficiency Testing	Writing	1	3	6	1
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Mathematics	1	1	1	1
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Other LA	1	1	1	1
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Reading	1	1	1	1
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Science	1	1	1	1
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Social Studies	1	1	1	1
OK	Oklahoma Core Curriculum Tests (CRTs)	Mathematics	1	2	1	1
OK	Oklahoma Core Curriculum Tests (CRTs)	Reading	1	2	1	1
OK	Oklahoma Core Curriculum Tests (CRTs)	Science	1	2	1	1
OK	Oklahoma Core Curriculum Tests (CRTs)	Social Studies	1	2	1	1
OK	Oklahoma Core Curriculum Tests (CRTs)	Writing	1	2, 3	6	1
OR	Reading, Writing and Mathematics Assessment	Mathematics	1	2, 4	1, 6	2
OR	Reading, Writing and Mathematics Assessment	Reading	1	2	1	2
OR	Reading, Writing and Mathematics Assessment	Writing	1	3	6	2
PA	Reading and Mathematics Assessment	Mathematics	1	1, 4	1, 6	2
PA	Reading and Mathematics Assessment	Reading	1	1, 4	1, 6	2
PA	Writing Assessment	Writing	6	3	6	3
RI	Health Performance Assessment	Health	1	4	6	2

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Test Types
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14=Other

Assessment Administration
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Part 3.1.8 **Please identify which groups of students were assessessed in this component, the type(s) of measures, types of items, and how the assessments were administered to students.**

ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
RI	Mathematics Performance Assessment	Mathematics	1	4	4, 6, 9	1
RI	Norm-Referenced-MAT, 7	Mathematics	1	1	1	1
RI	Norm-Referenced-MAT, 7	Reading	1	1	1	1
RI	Writing Performance Assessment	Writing	1	3	6	1
SC	Basic Skills Assessment Program	Mathematics	1	2	1	1
SC	Basic Skills Assessment Program	Reading	1	2	1	1
SC	Basic Skills Assessment Program	Science	1	2	1	1
SC	Basic Skills Assessment Program	Writing	1	2, 3	5	1
SC	Norm-Referenced Testing	Language Arts	1	1	1	1
SC	Norm-Referenced Testing	Mathematics	1	1	1	1
SC	Norm-Referenced Testing	Reading	1	1	1	1
SD	Norm-referenced	Civics	1	1	1	1
SD	Norm-referenced	Economics	1	1	1	1
SD	Norm-referenced	Geography	1	1	1	1
SD	Norm-referenced	History	1	1	1	1
SD	Norm-referenced	Mathematics	1	1	1	1
SD	Norm-referenced	Reading	1	1	1	1
SD	Norm-referenced	Science	1	1	1	1
SD	Norm-referenced	Social Studies	1	1	1	1
TN	TCAP Achievement Test-CRT	Language Arts	1	2	1	1
TN	TCAP Achievement Test-CRT	Mathematics	1	2	1	1

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9=Individual hands-on performence tasks
10=Group hands-on performance tasks
11=Projects, exhibitions, or demonstrations
12=Computer adaptive items
13=Gridded
14=Other

Assessment Administration
1=All students take common test
2=Multiple forms with common items (anchor)
3=Multiple forms with no common items

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Part 3.1.8 **Please identify which groups of students were assessessed in this component, the type(s) of measures, types of items, and how the assessments were administered to students.**

ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
TN	TCAP Achievement Test-NRT	Language Arts	1	1	1	1
TN	TCAP Achievement Test-NRT	Mathematics	1	1	1	1
TN	TCAP Achievement Test-NRT	Reading	1	1	1	1
TN	TCAP Achievement Test-NRT	Science	1	1	1	1
TN	TCAP Achievement Test-NRT	Social Studies	1	1	1	1
TN	TCAP Competency Test	Language Arts	1	2	1	3
TN	TCAP Competency Test	Mathematics	1	2	1	3
TN	TCAP Writing Assessment	Writing	1	3	6	1
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-	Mathematics	1	2	1, 6, 13, 14	1
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-	Reading	1	2	1	1
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-	Science	1	2	1	1
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-	Social Studies	1	2	1	1
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-	Writing	1	3	6	1
UT	Core Assessment CRT Program	Mathematics	6	2	1	1
UT	Core Assessment CRT Program	Reading	6	2	1	1
UT	Core Assessment CRT Program	Science	6	2	1	1
UT	Core Curriculum Testing (Pef. Assessment)	Social Studies	7	4	6	1
UT	Core Curriculum Testing (Perf. Assessment)	Civics	7	4	2	1
UT	Core Curriculum Testing (Perf. Assessment)	Economics	7	4	6	1
UT	Core Curriculum Testing (Perf. Assessment)	Geography	7	4	6	1
UT	Core Curriculum Testing (Perf. Assessment)	History	7	4	6	1

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8=Voluntary at student level

Test Types
1= Norm-referenced test
2=Criterion-referenced test
3=Writing assessment
4=Performance assessment
5=Portfolio
6=Other

Item Types
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12=Computer adaptive items
13=Gridded
14=Other

Assessment Administration
1=All students take common test
2=Multiple forms with common items (anchor)
3=Multiple forms with no common items

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Part 3.1.8 **Please identify which groups of students were assessessed in this component, the type(s) of measures, types of items, and how the assessments were administered to students.**

ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
UT	Core Curriculum Testing (Perf. Assessment)	Mathematics	7	4	6	1
UT	Core Curriculum Testing (Perf. Assessment)	Other LA	7	4	6	1
UT	Core Curriculum Testing (Perf. Assessment)	Reading	7	4	6	1
UT	Core Curriculum Testing (Perf. Assessment)	Science	7	4	6	1
UT	Core Curriculum Testing (Perf. Assessment)	Visual Arts	7	4	6	1
UT	Core Curriculum Testing (Perf. Assessment)	Writing	7	3	6	1
UT	Norm-Referenced Testing	Mathematics	1	1	1	1
UT	Norm-Referenced Testing	Other LA	1	1	1	1
UT	Norm-Referenced Testing	Reading	1	1	1	1
UT	Norm-Referenced Testing	Science	1	1	1	1
UT	Norm-Referenced Testing	Social Studies	1	1	1	1
VA	Literacy Passport Test (LPT)	Mathematics	1	2	1	1
VA	Literacy Passport Test (LPT)	Reading	1	2	1, 4	1
VA	Literacy Passport Test (LPT)	Writing	1	3	8	1
VA	Virginia Student Assessment Program (VSAP-NRT)	Mathematics	1	1	1	1
VA	Virginia Student Assessment Program (VSAP-NRT)	Other LA	1	1	1	1
VA	Virginia Student Assessment Program (VSAP-NRT)	Reading	1	1	1	1
VT	New Standards ELA	Reading	7	2	1, 5, 6	1
VT	New Standards ELA	Writing	7	3	1, 6	1
VT	Portfolio Assessment	Mathematics	6	5	8	NA
VT	Portfolio Assessment	Writing	5	5	8	NA

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7=Voluntary at school level
8=Voluntary at student level

Test Types
1= Norm-referenced test
2=Criterion-referenced test
3=Writing assessment
4=Performance assessment
5=Portfolio
6=Other

Item Types
1=Multiple-choice, single correct answer
2=Multiple-choice, multiple correct answer
3=Multiple-choice with student explanation
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6=Extended response
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8=Examples of student work
9=Individual hands-on performence tasks
10=Group hands-on performance tasks
11=Projects, exhibitions, or demonstrations
12=Computer adaptive items
13=Gridded
14=Other

Assessment Administration
1=All students take common test
2=Multiple forms with common items (anchor)
3=Multiple forms with no common items

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Part 3.1.8 **Please identify which groups of students were assesessed in this component, the type(s) of measures, types of items, and how the assessments were administered to students.**

ST	Program Component	Subject	Student Groups	Test Types	Item Types	Assessment Admin
WA	Norm Reference	Mathematics	1	1	1	1
WA	Norm Reference	Reading	1	1	1	1
WA	Norm Reference	Science	1	1	1	1
WA	Norm Reference	Social Studies	1	1	1	1
WI	WRCT at Grade 3	Reading	1	2	1	1
WI	WSAS Knowledge & Concepts	Mathematics	1	1, 2	1, 5, 6	1
WI	WSAS Knowledge & Concepts	Other LA	1	3	6	1
WI	WSAS Knowledge & Concepts	Reading	1	1, 2	1, 5, 6	1
WI	WSAS Knowledge & Concepts	Science	1	1, 2	1, 5, 6	1
WI	WSAS Knowledge & Concepts	Social Studies	1	1, 2	1, 5, 6	1
WV	Norm-Referenced Testing	Mathematics	1	1	1	1
WV	Norm-Referenced Testing	Reading	1	1	1	1
WV	Norm-Referenced Testing	Science	1	1	1	1
WV	Norm-Referenced Testing	Social Studies	1	1	1	1
WV	Norm-Referenced Testing	Writing	1	3	6	1
WV	Writing Assessment	Writing	1	3	6	1
WY	Wyoming Assessment Program	Career/Voc. Ed	5	4	7, 8, 11	NA

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Student Groups
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5=Individual student sampling
6=Voluntary at district level
7=Voluntary at school level
8=Voluntary at student level

Test Types
1= Norm-referenced test
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6=Other

Item Types
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11=Projects, exhibitions, or demonstrations
12=Computer adaptive items
13=Gridded
14=Other

Assessment Administration
1=All students take common test
2=Multiple forms with common items (anchor)
3=Multiple forms with no common items

Part 3.1.9 **Did students work in collaborative groups during testing on any subjects assessed in this component? Which subjects used group work? Whose work was scored?**

ST	Program Component	Resp	Sc	Wr	OLA	Other	GWS	IWS
AK	AK Writing Assessment	N						
AK	Norm-Referenced Testing	N						
AL	Alabama Direct Assessment of Writing	N						
AL	Basic Competency Test, Grade 9							
AL	Exit Exam	N						
AL	Math End-of-Course Test	N						
AL	Stanford Achievement Test	N						
AR	Criterion Referenced Test	N						
AR	Stanford Achievement Test, Ninth Edition	N						
AZ	NRT - Stanford 9	N						
CA	Assessments in Career Education (ACE)	NA						
CA	Golden State Exams	N						
CO	Reading and Writing	N						
CT	CT Academic Performance Test (CAPT)	Y	Y		Y			Y
CT	CT Mastery Test (CMT)	N						
DE	Writing Assessment	Y		Y				Y
FL	FL Writing Assessment Program							
FL	High School Competency Test (HSCT)	N						
GA	GA High School Graduation Tests (GHSGT)							
GA	GA Kindergarten Assessment Program (GKAP)							
GA	Norm-Referenced Testing	N						
GA	Writing Assessments	N						
HI	Credit by Examination (CbyE)	N						
HI	Stanford Achievement Test 8th Edition	N						
HI	Test of Essential Competencies (HSTEC)	N						
IA	No assessments							
ID	Direct Mathematics Assessment	N						
ID	Direct Writing Assessment	N						

Sc = Science
Wr= Writing
OLA = Other Language Arts
GWS= Group Work Scored
IWS = Individual Work Scored

Part 3.1.9 **Did students work in collaborative groups during testing on any subjects assessed in this component? Which subjects used group work? Whose work was scored?**

ST	Program Component	Resp	Sc	Wr	OLA	Other	GWS	IWS
ID	Standardized Testing ITBS & TAP	N						
IL	IL Goal Assessment Program (IGAP)	N						
IN	Statewide Assessment	N						
KS	KS Assessment Program	Y	Y				Y	
KY	KIRIS On Demand	N						
KY	National Referenced Assessment	N						
KY	Open Response Questions	N						
KY	Portfolio Assessment	N						
LA	Grade 3, 5, and 7 Criterion-Referenced Test	N						
LA	Kindergarten Develop. Readiness Screen. Prog.	N						
LA	LA Graduation Exit Examination	N						
LA	Norm-Referenced Testing	N						
MA	Iowa Tests of Basic Skills	N						
MA	Iowa Tests of Educational Development	N						
MA	Massachusetts Comprehensive Assessment System	N						
MD	MD Functional Testing Program	N						
MD	MD School Perf. Assessment Program (MSPAP)	Y	Y	Y	Y	Math, Science, S. Studies		Y
ME	State Tests	N						
MI	Grade 4 and 7 Reading and Mathematics	N						
MI	Grade 5 and 8 Science	Y	Y	Y				Y
MI	MI High School Proficiency Test	Y		Y				Y
MN	Basic Standards	N						
MO	MO Mastery and Achievement Test (MMAT)	N						
MO	Missouri Assessment Program (MAP)	N						
MS	Functional Literacy Examination (FLE)							
MS	Norm-Referenced Testing	N						
MS	Subject Area Testing Program (SATP)	N						

Sc = Science
Wr= Writing
OLA = Other Language Arts
GWS= Group Work Scored
IWS = Individual Work Scored

Part 3.1.9 **Did students work in collaborative groups during testing on any subjects assessed in this component? Which subjects used group work? Whose work was scored?**

ST	Program Component	Resp	Sc	Wr	OLA	Other	GWS	IWS
MT	Student Assessment Requirement	N						
NC	Competency Testing	N						
NC	NC Testing Program	N						
NC	Norm-Referenced Testing	N						
ND	Norm-referenced Testing	N						
NE	No assessments							
NH	NH Ed. Improvement and Assessment Program	N						
NJ	Grade 11 High School Proficiency Test	N						
NJ	Grade 8 Early Warning Test	N						
NM	New Mexico Achievement Assessment	N						
NM	New Mexico High School Competency Exam	N						
NM	Portfolio Writing Assessment	N						
NM	Reading Assessment for Grades 1 and 2	N						
NV	High School Proficiency Examination Program	N						
NV	Norm-Referenced Testing	N						
NV	Writing Proficiency Examination-Grade 8	N						
NY	Occupational Education Proficiency Examinations	N						
NY	Preliminary Competency Tests	N						
NY	Program Evaluation Tests	N						
NY	Pupil Evaluation Program Tests	N						
NY	Regents Competency Tests	N						
NY	Regents Examination Programs	N						
NY	Second Language Proficiency Examinations	N						
OH	Fourth-Grade Proficiency Testing	N						
OH	Ninth-Grade Proficiency Testing	N						
OH	Sixth-Grade Proficiency Testing	N						
OH	Twelfth-Grade Proficiency Testing	N						
OK	Norm-Referenced Test - Iowa Test of Basic Skills	N						
OK	Oklahoma Core Curriculum Tests (CRTs)	N						

Sc = Science
Wr= Writing
OLA = Other Language Arts
GWS= Group Work Scored
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Part 3.1.9 **Did students work in collaborative groups during testing on any subjects assessed in this component? Which subjects used group work? Whose work was scored?**

ST	Program Component	Resp	Sc	Wr	OLA	Other	GWS	IWS
OR	Reading, Writing and Mathematics Assessment	N						
PA	Reading and Mathematics Assessment	N						
PA	Writing Assessment	N						
RI	Health Performance Assessment	N						
RI	Mathematics Performance Assessment	N						
RI	Norm-Referenced-MAT, 7	N						
RI	Writing Performance Assessment	N						
SC	Basic Skills Assessment Program	N						
SC	Norm-Referenced Testing	N						
SD	Norm-referenced	N						
TN	TCAP Achievement Test-CRT	N						
TN	TCAP Achievement Test-NRT	N						
TN	TCAP Competency Test	N						
TN	TCAP Writing Assessment	N						
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course Test	N						
UT	Core Assessment CRT Program	N						
UT	Core Curriculum Testing (Perf. Assessment)	Y	Y			at teacher's discretion		
UT	Norm-Referenced Testing	N						
VA	Literacy Passport Test (LPT)	N						
VA	Virginia Student Assessment Program (VSAP-NRT)	N						
VT	New Standards ELA	N						
VT	Portfolio Assessment							
WA	Norm Reference	N						
WI	WRCT at Grade 3	N						
WI	WSAS Knowledge & Concepts	N						
WV	Norm-Referenced Testing	N						
WV	Writing Assessment	N						

Sc = Science
Wr= Writing
OLA = Other Language Arts

GWS= Group Work Scored
IWS = Individual Work Scored

Part 3.1.9 **Did students work in collaborative groups during testing on any subjects assessed in this component? Which subjects used group work? Whose work was scored?**

ST	Program Component	Resp	Sc	Wr	OLA	Other	GWS	IWS
WY	Wyoming Assessment Program	Y				Vocational assessment	Y	Y

Totals by Component Y=8
N=86

Totals by State Y=7
N=45

Sc = Science
Wr= Writing
OLA = Other Language Arts

GWS= Group Work Scored
IWS = Individual Work Scored

Part 3.1.10 **Were students allowed to use calculators during testing on any subjects assessed in this component? Who provided the calculators? Were there any sections of the test that students were not permitted to use the calculator? Were there any sections the test that are calculator dependent?**

			Who supplied?				
ST	Program Component	Resp	Student	School	Test	Not allowed use?	Calculator dependant?
AK	AK Writing Assessment	N					
AK	Norm-Referenced Testing	N					
AL	Alabama Direct Assessment of Writing	N					
AL	Basic Competency Test, Grade 9						
AL	Exit Exam	N					
AL	Math End-of-Course Test	N					N
AL	Stanford Achievement Test	Y	Y			Y	N
AR	Criterion Referenced Test	Y	Y	Y		Y	N
AR	Stanford Achievement Test, Ninth Edition	Y				Y	Y
AZ	NRT - Stanford 9	N					
CA	Assessments in Career Education (ACE)	NA					
CA	Golden State Exams	N					
CO	Reading and Writing	N					
CT	CT Academic Performance Test (CAPT)	Y	Y			Y	N
CT	CT Mastery Test (CMT)	Y		Y		Y	N
DE	Writing Assessment	N					
FL	FL Writing Assessment Program	N					
FL	High School Competency Test (HSCT)	Y			Y	N	N
GA	GA High School Graduation Tests (GHSGT)	Y					
GA	GA Kindergarten Assessment Program (GKAP)	N					
GA	Norm-Referenced Testing	Y				Y	
GA	Writing Assessments	NA					
HI	Credit by Examination (CbyE)	N					
HI	Stanford Achievement Test 8th Edition	N					
HI	Test of Essential Competencies (HSTEC)	N					
IA	No assessments						
ID	Direct Mathematics Assessment	Y	Y			N	N
ID	Direct Writing Assessment	N					
ID	Standardized Testing ITBS & TAP	Y	Y				N

Part 3.1.10 Were students allowed to use calculators during testing on any subjects assessed in this component? Who provided the calculators? Were there any sections of the test that students were not permitted to use the calculator? Were there any sections the test that are calculator dependent?

			Who supplied?				
ST	Program Component	Resp	Student	School	Test	Not allowed use?	Calculator dependant?
IL	IL Goal Assessment Program (IGAP)	Y	Y	Y		Y	N
IN	Statewide Assessment	Y			Y	Y	
KS	KS Assessment Program	Y	Y	Y		N	N
KY	KIRIS On Demand	Y		Y		N	
KY	National Referenced Assessment	Y		Y			
KY	Open Response Questions	Y		Y		Y	
KY	Portfolio Assessment	Y		Y			
LA	Grade 3, 5, and 7 Criterion-Referenced Test	N					
LA	Kindergarten Develop. Readiness Screen. Prog.	N					
LA	LA Graduation Exit Examination	N					
LA	Norm-Referenced Testing	N					
MA	Iowa Tests of Basic Skills	N					
MA	Iowa Tests of Educational Development	N					
MA	Massachusetts Comprehensive Assessment System	Y	Y	Y		Y	N
MD	MD Functional Testing Program	N					
MD	MD School Perf. Assessment Program (MSPAP)	Y		Y		Y	N
ME	State Tests	Y	Y	Y		Y	Y
MI	Grade 4 and 7 Reading and Mathematics	Y	Y	Y		Y	N
MI	Grade 5 and 8 Science	N					
MI	MI High School Proficiency Test	Y	Y	Y		N	N
MN	Basic Standards	Y		Y		Y	N
MO	MO Mastery and Achievement Test (MMAT)	Y	Y	Y		N	N
MO	Missouri Assessment Program (MAP)	Y	Y	Y		Y	N
MS	Functional Literacy Examination (FLE)	N					
MS	Norm-Referenced Testing	N					
MS	Subject Area Testing Program (SATP)	Y		Y		N	
MT	Student Assessment Requirement	N					
NC	Competency Testing	Y		Y		Y	N
NC	NC Testing Program	Y					

Part 3.1.10 **Were students allowed to use calculators during testing on any subjects assessed in this component? Who provided the calculators? Were there any sections of the test that students were not permitted to use the calculator? Were there any sections the test that are calculator dependent?**

			Who supplied?				
ST	Program Component	Resp	Student	School	Test	Not allowed use?	Calculator dependant?
NC	Norm-Referenced Testing	N					
ND	Norm-referenced Testing	N					
NE	No assessments						
NH	NH Ed. Improvement and Assessment Program	Y	Y	Y		Y	N
NJ	Grade 11 High School Proficiency Test	Y	Y	Y		Y	N
NJ	Grade 8 Early Warning Test	Y	Y	Y		Y	N
NM	New Mexico Achievement Assessment	Y	Y	Y		Y	N
NM	New Mexico High School Competency Exam	Y	Y	Y		Y	N
NM	Portfolio Writing Assessment	N					
NM	Reading Assessment for Grades 1 and 2	N					
NV	High School Proficiency Examination Program	N					
NV	Norm-Referenced Testing	Y	Y			Y	N
NV	Writing Proficiency Examination-Grade 8	N					
NY	Occupational Education Proficiency Examinations	N					
NY	Preliminary Competency Tests	N					
NY	Program Evaluation Tests	N					
NY	Pupil Evaluation Program Tests	N					
NY	Regents Comptency Tests	N					
NY	Regents Examination Programs	Y	Y	Y		N	N
NY	Second Language Proficiency Examinations	N					
OH	Fourth-Grade Proficiency Testing	N					
OH	Ninth-Grade Proficiency Testing	N					
OH	Sixth-Grade Proficiency Testing	Y	Y			N	N
OH	Twelfth-Grade Proficiency Testing	Y	Y			N	N
OK	Norm-Referenced Test - Iowa Test of Basic Skills	N					
OK	Oklahoma Core Curriculum Tests (CRTs)	N					
OR	Reading, Writing and Mathematics Assessment	Y	Y	Y		N	N
PA	Reading and Mathematics Assessment	Y	Y	Y		N	N
PA	Writing Assessment	N					

Part 3.1.10 **Were students allowed to use calculators during testing on any subjects assessed in this component? Who provided the calculators? Were there any sections of the test that students were not permitted to use the calculator? Were there any sections the test that are calculator dependent?**

			Who supplied?				
ST	Program Component	Resp	Student	School	Test	Not allowed use?	Calculator dependant?
RI	Health Performance Assessment	N					
RI	Mathematics Performance Assessment	Y		Y		Y	N
RI	Norm-Referenced-MAT, 7	Y		Y		Y	N
RI	Writing Performance Assessment	N					
SC	Basic Skills Assessment Program	N					
SC	Norm-Referenced Testing	N					
SD	Norm-referenced	Y		Y		Y	N
TN	TCAP Achievement Test-CRT	N					
TN	TCAP Achievement Test-NRT	Y	Y			Y	
TN	TCAP Competency Test	N					
TN	TCAP Writing Assessment	N					
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Cours	Y	Y	Y			
UT	Core Assessment CRT Program	Y	Y	Y		Y	Y
UT	Core Curriculum Testing (Perf. Assessment)	Y	Y	Y		N	N
UT	Norm-Referenced Testing	Y	Y	Y		Y	N
VA	Literacy Passport Test (LPT)	N					
VA	Virginia Student Assessment Program (VSAP-NRT)	Y		Y		Y	N
VT	New Standards ELA	N					
VT	Portfolio Assessment	Y					
WA	Norm Reference	Y	Y			Y	N
WI	WRCT at Grade 3	N					
WI	WSAS Knowledge & Concepts	Y	Y	Y		Y	N
WV	Norm-Referenced Testing	Y	Y			Y	N
WV	Writing Assessment	N					
WY	WY Assessment Program	Y				N	N
	Totals by Component	Y=53 N=54	32	35	2	32	3
	Totals by State	Y=37 N=31	24	25	2	26	3

Part 3.1.11 Were any manipulatives provided to students on any subjects asssessed in this component?

ST	Program Component	Response	Provided
AK	AK Writing Assessment	N	
AK	Norm-Referenced Testing	N	
AL	Alabama Direct Assessment of Writing	N	
AL	Basic Competency Test, Grade 9		
AL	Exit Exam	N	
AL	Math End-of-Course Test	Y	
AL	Stanford Achievement Test	Y	paper rulers
AR	Criterion Referenced Test	Y	
AR	Stanford Achievement Test, Ninth Edition	N	
AZ	NRT - Stanford 9	Y	paper rulers
CA	Assessments in Career Education (ACE)	NA	
CA	Golden State Exams		
CO	Reading and Writing	N	
CT	CT Academic Performance Test (CAPT)	Y	
CT	CT Mastery Test (CMT)	Y	paper rulers
DE	Writing Assessment	N	
FL	FL Writing Assessment Program	N	
FL	High School Competency Test (HSCT)	N	
GA	Curriculum-Based Assessments (CBA)		
GA	GA High School Graduation Tests (GHSGT)		
GA	GA Kindergarten Assessment Program (GKAP)		
GA	Norm-Referenced Testing		
GA	Writing Assessment	N	
HI	Credit by Examination (CbyE)	Y	rulers
HI	Stanford Achievement Test 8th Edition	N	
HI	Test of Essential Competencies (HSTEC)	N	
IA	No assessments		
ID	Direct Mathematics Assessment	N	
ID	Direct Writing Assessment	N	
ID	Standardized Testing ITBS & TAP	N	
IL	IL Goal Assessment Program (IGAP)	N	
IN	Statewide Assessment	Y	paper, rulers, protractors, punch-out coins.
KS	KS Assessment Program	Y	Manipulatives are available in classroom for math assessment.

Part 3.1.11 Were any manipulatives provided to students on any subjects asssessed in this component?

ST	Program Component	Response	Provided
KY	KIRIS On Demand	N	
KY	National Reference Assessment	N	
KY	Open Response Questions	Y	A sheet of manipulatives for math
KY	Portfolio Assessment	N	
LA	Grade 3, 5, and 7 Criterion-Referenced Test	N	
LA	Kindergarten Develop. Readiness Screen. Prog.	Y	Blocks, shapes, sand bags, etc.
LA	LA Graduation Exit Examination	N	
LA	Norm-Referenced Testing	N	
MA	Iowa Tests of Basic Skills	N	
MA	Iowa Tests of Educational Development		
MA	Massachusetts Comprehensive Assessment Systen	Y	reference sheets (grs. 8-10) and tool kits w/geometric shapes (gr. 4)
MD	MD Functional Testing Program	N	
MD	MD School Perf. Assessment Program (MSPAP)	Y	Too numerous to list
ME	State Tests	Y	Ruler, compass, or counters depending on grade level.
MI	Grade 4 and 7 Reading and Mathematics	Y	paper ruler, acetate with a ruler, protractor and grid on it
MI	Grade 5 and 8 Science	Y	Science investigation materials
MI	MI High School Proficiency Test	Y	an acetate sheet with a protractor and a 10 x 10 grid
MN	Basic Standards	N	
MO	MO Mastery and Achievement Test (MMAT)	N	
MO	Missouri Assessment Program (MAP)	Y	rulers, coins, etc.
MS	Functional Literacy Examination (FLE)		
MS	Norm-Referenced Testing	N	
MS	Subject Area Testing Program (SATP)		
MT	Student Assessment Requirement	N	
NC	Competency Testing	Y	Rulers and protractors for the mathematics application section.
NC	NC Testing Program	Y	Mathematics applications, rulers and protractors
NC	Norm-Referenced Testing	N	
ND	Norm-referenced Testing	N	
NE	No assessments		
NH	NH Ed. Improvement and Assessment Program	Y	paper rulers, counting devices, shapes
NJ	Grade 11 High School Proficiency Test	Y	
NJ	Grade 8 Early Warning Test	Y	

Part 3.1.11 Were any manipulatives provided to students on any subjects asssessed in this component?

ST	Program Component	Response	Provided
NM	New Mexico Achievement Assessment	N	
NM	New Mexico High School Competency Exam	N	
NM	Portfolio Writing Assessment	N	
NM	Reading Assessment for Grades 1 and 2	N	
NV	High School Proficiency Examination Program	N	
NV	Norm-Referenced Testing	Y	paper rulers
NV	Writing Proficiency Examination-Grade 8	N	
NY	Occupational Education Proficiency Examinations	N	
NY	Preliminary Competency Tests	N	
NY	Program Evaluation Tests	N	
NY	Pupil Evaluation Program Test	N	
NY	Regents Competency Tests	N	
NY	Regents Examination Programs	N	
NY	Second Language Proficiency Examinations	N	
OH	Fourth-Grade Proficiency Testing	N	
OH	Ninth-Grade Proficiency Testing	N	
OH	Sixth-Grade Proficiency Testing	N	
OH	Twelfth-Grade Proficiency Testing	N	
OK	Norm-Referenced Test - Iowa Test of Basic Skills	N	
OK	Oklahoma Core Curriculum Tests (CRTs)	N	
OR	Reading, Writing and Mathematics Assessment	N	
PA	Reading and Mathematics Assessment	N	
PA	Writing Assessment	N	Paper rulers, lab materials for the science performance task.
RI	Health Performance Assessment	N	
RI	Mathematics Performance Assessment	Y	Gr. 4 paper, ruler, base 10 stickers, wooden cubes, cardboard figures, string, tangram pieces Grs 8 and 10 -- rulers, protractors
RI	Norm-Referenced-MAT, 7	N	
RI	Writing Performance Assessment	N	
SC	Basic Skills Assessment Program	Y	rulers, protractors
SC	Norm-Referenced Testing	N	
SD	Norm-referenced	N	
TN	TCAP Achievement Test-CRT	N	
TN	TCAP Achievement Test-NRT	N	
TN	TCAP Competency Test		
TN	TCAP Writing Assessment	N	

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Part 3.1.11 Were any manipulatives provided to students on any subjects asssessed in this component?

ST	Program Component	Response	Provided
TX	TX Assessment of Academic Skills (TAAS) & TX	Y	Paper, rules for gr. 8 science formula charts for grades 3-8 and 10 math
UT	Core Assessment CRT Program	Y	Counters (e.g. beans, tokens) at grades 1 and 2.
UT	Core Curriulum Testing (Perf. Assessment)	Y	Varies depending on exercise
UT	Norm-Referenced Testing	Y	rulers, scratch paper
VA	Literacy Passport Test (LPT)	N	
VA	Virginia Student Assessment Program (VSAP-NR	Y	rulers
VT	New Standards ELA	N	
VT	Portfolio Assessment	Y	Anything usually supplied for instruction.
WA	Norm Reference	N	
WI	WRCT at Grade 3	N	
WI	WSAS Knowledge & Concepts	Y	cardboard ruler, protractor, tanagrams
WV	Norm-Referenced Testing	Y	ruler
WV	Writing Assessment	N	
WY	Wyoming Assessment Program	N	

Totals by Component Y=34
N=66

Totals by State Y=26
N=37

Part 3.1.12A Did this component include assessments produced by commercial publishing companies? If "Yes," what kind are they?

ST	Program Component	Commercially Produced?	Off-the-Shelf	Customized Off-the-Shelf	Commercial Item Banks	Custom Developed
AK	AK Writing Assessment	No				
AK	Norm-Referenced Testing	Yes	Y			
AL	Alabama Direct Assessment of Writing	Yes				Y
AL	Basic Competency Test, Grade 9	No				
AL	Exit Exam	Yes				
AL	Math End-of-Course Test	Yes				
AL	Stanford Achievement Test	Yes		Y		
AR	Criterion Referenced Test	Yes				Y
AR	Stanford Achievement Test, Ninth Edition	Yes	Y			
AZ	NRT - Stanford 9	Yes	Y			
CA	Assessments in Career Education (ACE)	No				
CA	Golden State Exams	No				
CO	Reading and Writing	Yes				Y
CT	CT Academic Performance Test (CAPT)	Yes				Y
CT	CT Mastery Test (CMT)	Yes		Y		Y
DE	Writing Assessment	No				
FL	FL Writing Assessment Program	No				
FL	High School Competency Test (HSCT)	No				
GA	GA High School Graduation Tests (GHSGT)	Yes				Y
GA	GA Kindergarten Assessment Program (GKAP)	No				
GA	Norm-Referenced Testing	Yes	Y			
GA	Writing Assessments	Yes				Y
HI	Credit by Examination (CbyE)	Yes	Y			
HI	Stanford Achievement Test 8th Edition	Yes	Y			
HI	Test of Essential Competencies (HSTEC)	No				
IA	No assessments					

Part 3.1.12A Did this component include assessments produced by commercial publishing companies? If "Yes," what kind are they?

ST	Program Component	Commercially Produced?	Off-the-Shelf	Customized Off-the-Shelf	Commercial Item Banks	Custom Developed
ID	Direct Mathematics Assessment	No				
ID	Direct Writing Assessment	No				
ID	Standardized Testing ITBS & TAP	Yes	Y			
IL	IL Goal Assessment Program (IGAP)	Yes				Y
IN	Statewide Assessment	Yes	Y	Y	Y	Y
KS	KS Assessment Program	Yes				Y
KY	KIRIS On Demand	Yes				Y
KY	National Referenced Assessment	Yes.	Y			
KY	Open Response Questions	No				Y
KY	Portfolio Assessment	No				
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No				
LA	Kindergarten Develop. Readiness Screen. Prog.	Yes	Y			
LA	LA Graduation Exit Examination	No				
LA	Norm-Referenced Testing	Yes	Y			
MA	Iowa Tests of Basic Skills	Yes	Y			
MA	Iowa Tests of Educational Development	Yes	Y			
MA	Massachusetts Comprehensive Assessment Program	Yes				Y
MD	MD Functional Testing Program	No				
MD	MD School Perf. Assessment Program (MSPAP)	Yes				
ME	State Tests	Yes				Y
MI	Grade 4 and 7 Reading and Mathematics	Yes				Y
MI	Grade 5 and 8 Science	Yes				Y
MI	MI High School Proficiency Test	Yes				Y
MN	Basic Standards	Yes				Y
MO	MO Mastery and Achievement Test (MMAT)	Yes		Y		
MO	Missouri Assessment Program (MAP)	Yes	Y			Y

Part 3.1.12A Did this component include assessments produced by commercial publishing companies? If "Yes," what kind are they?

ST	Program Component	Commercially Produced?	Off-the-Shelf	Customized Off-the-Shelf	Commercial Item Banks	Custom Developed
MS	Functional Literacy Examination (FLE)	Yes			Y	
MS	Norm-Referenced Testing	Yes	Y			
MS	Subject Area Testing Program (SATP)	Yes				Y
MT	Student Assessment Requirement	Yes	Y			
NC	Competency Testing	No				
NC	NC Testing Program	No				
NC	Norm-Referenced Testing	Yes	Y			
ND	Norm-referenced Testing	Yes	Y			
NE	No assessments					
NH	NH Ed. Improvement and Assessment Program	Yes				Y
NJ	Grade 11 High School Proficiency Test	Yes				Y
NJ	Grade 8 Early Warning Test	Yes				Y
NM	New Mexico Achievement Assessment	Yes	Y			
NM	New Mexico High School Competency Exam	No				
NM	Portfolio Writing Assessment	No				
NM	Reading Assessment for Grades 1 and 2	Yes	Y	Y	Y	Y
NV	High School Proficiency Examination Program	No				
NV	Norm-Referenced Testing	Yes	Y			
NV	Writing Proficiency Examination-Grade 8	No				
NY	Occupational Education Proficiency Examinations	No				
NY	Preliminary Competency Tests	Yes				Y
NY	Program Evaluation Tests	No				
NY	Pupil Evaluation Program Tests	Yes				Y
NY	Regents Competency Tests	Yes				Y
NY	Regents Examination Programs	No				
NY	Second Language Proficiency Examinations	No				

Part 3.1.12A Did this component include assessments produced by commercial publishing companies? If "Yes," what kind are they?

ST	Program Component	Commercially Produced?	Off-the-Shelf	Customized Off-the-Shelf	Commercial Item Banks	Custom Developed
OH	Fourth-Grade Proficiency Testing	Yes				Y
OH	Ninth-Grade Proficiency Testing	Yes				Y
OH	Sixth-Grade Proficiency Testing	Yes		Y		
OH	Twelfth-Grade Proficiency Testing	Yes				Y
OK	Norm-referenced test - Iowa Test of Basic Skills	Yes	Y			
OK	Oklahoma Core Curriculum Tests (CRTs)	Yes				Y
OR	Reading, Writing and Mathematics Assessment	Yes				Y
PA	Reading and Mathematics Assessment	No				
PA	Writing Assessment	No				
RI	Health Performance Assessment	Yes				Y
RI	Mathematics Performance Assessment	Yes		Y		Y
RI	Norm-Referenced-MAT, 7	Yes	Y			
RI	Writing Performance Assessment	No				
SC	Basic Skills Assessment Program	Yes				Y
SC	Norm-Referenced Testing	Yes	Y			
SD	Norm-referenced	Yes	Y			
TN	TCAP Achievement Test-CRT	Yes				Y
TN	TCAP Achievement Test-NRT	Yes				Y
TN	TCAP Competency Test	No				
TN	TCAP Writing Assessment	No				
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Cours	Yes				Y
UT	Core Assessment CRT Program	Yes				Y
UT	Core Curriculum Testing (Perf. Assessment)	Yes				Y
UT	Norm-Referenced Testing	Yes	Y			
VA	Literacy Passport Test (LPT)	Yes		Y		
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes		Y		

Part 3.1.12A Did this component include assessments produced by commercial publishing companies? If "Yes," what kind are they?

ST	Program Component	Commercially Produced?	Off-the-Shelf	Customized Off-the-Shelf	Commercial Item Banks	Custom Developed
VT	New Standards ELA	Yes	Y			
VT	Portfolio Assessment	No				
WA	Norm Reference	Yes	Y			
WI	WRCT at Grade 3	Yes				Y
WI	WSAS Knowledge & Concepts	Yes	Y	Y		
WV	Norm-Referenced Testing	Yes	Y			
WV	Writing Assessment	No				
WY	Wyoming Assessment Program	No				
	Totals by Component	Yes=76 No=34	30	10	3	41
	Totals by State	Yes=43 No=21	26	9	3	28

Part 3.1.12B If this component includes assessments produced by commercial publishing companies, what is the assessment name(s) and/or publishing company? Who was the contract manager?

ST	Program Component	External Contractor/Instrument	SEA Contract Manager
AK	Norm-Referenced Testing	CAT/5 CTB/McGraw-Hill	
AL	Alabama Direct Assessment of Writing	Alabama Direct Assessment of Writing Measurement	
AL	Exit Exam	Commercial testing firms	
AL	Math End-of-Course Test	Commercial testing firms	
AL	Stanford Achievement Test	Harcourt Brace Educational Measurement	
AR	Criterion Referenced Test	Advanced Measurement Systems	Dr. Gayle Potter
AR	Stanford Achievement Test, Ninth Edition	Stanford Achievement Test, Ninth Edition	Yvette Dillingham
AZ	NRT - Stanford 9		
CO	Reading and Writing	CTB McGrawHill	Don Watson
CT	CT Academic Performance Test (CAPT)	Harcourt Brace Educational Measurement	
CT	CT Mastery Test (CMT)	Harcourt Brace Educational Measurement	
GA	GA High School Graduation Tests (GHSGT)		
GA	Norm-Referenced Testing	Riverside Publishing Company	
GA	Writing Assessments	TSARS (Test Scoring and Reporting Services)	Sandra Baxley
HI	Credit by Examination (CbyE)	CTB/McGraw Hill Algebra Test	
HI	Stanford Achievement Test 8th Edition	SAT 8 - Harcourt Brace Inc.	
IA	No assessments		
ID	Standardized Testing ITBS & TAP	ITBS & TAP Riverside Publishers	
IL	IL Goal Assessment Program (IGAP)		
IN	Statewide Assessment	CTB McGrawHill	
KS	KS Assessment Program	KA University Center for Ed. Testing and Eval.	Cheryl Mercer
KY	KIRIS On Demand		

Part 3.1.12B If this component includes assessments produced by commercial publishing companies, what is the assessment name(s) and/or publishing company? Who was the contract manager?

ST	Program Component	External Contractor/Instrument	SEA Contract Manager
KY	National Referenced Assessment		
LA	Kindergarten Develop. Readiness Screen. Prog.	Development Skills Checklist; Chicago Early Assess	
LA	Norm-Referenced Testing	CTB-McGraw Hill, CAT5	
MA	Iowa Tests of Basic Skills		
MA	Iowa Tests of Educational Development		
MA	Massachusetts Comprehensive Assessment Program		Jeff Nellhaus
MD	MD School Perf. Assessment Program (MSPAP)		
ME	State Tests	Advanced Systems in Measurement Inc.	
MI	Grade 4 and 7 Reading and Mathematics		
MI	Grade 5 and 8 Science		
MI	MI High School Proficiency Test		
MN	Basic Standards	Data Recognition Corporation	
MO	MO Mastery and Achievement Test (MMAT)	Assessment Resource Center at U of MO-Columbia	
MO	Missouri Assessment Program (MAP)	CTB/McGraw Hill, TerraNova	
MS	Functional Literacy Examination (FLE)		
MS	Norm-Referenced Testing	ITBS; TAP	
MS	Subject Area Testing Program (SATP)	Harcourt Brace Educational Measurement	
MT	Student Assessment Requirement		
NC	Norm-Referenced Testing	Riverside Corporation; ITBS	Rodney Moore, Mildred Bazemore
ND	Norm-referenced Testing	CTBS/4 & TCS	
NH	NH Ed. Improvement and Assessment Program	Advanced Systems in Measurement and Evaluation	Bill Ewert
NJ	Grade 11 High School Proficiency Test	NCS, Iowa City	Betty Hyde

Part 3.1.12B If this component includes assessments produced by commercial publishing companies, what is the assessment name(s) and/or publishing company? Who was the contract manager?

ST	Program Component	External Contractor/Instrument	SEA Contract Manager
NJ	Grade 8 Early Warning Test	NCS, Iowa City	Barb Woods
NM	New Mexico Achievement Assessment	Iowa Test of Basic Skills, Form K	
NM	Reading Assessment for Grades 1 and 2	Local option	
NV	Norm-Referenced Testing		
NY	Preliminary Competency Tests	for reading DRP from TASA	
NY	Pupil Evaluation Program Tests	DRP by TASA	
NY	Regents Competency Tests	DRP by TASA	
OH	Fourth-Grade Proficiency Testing	Riverside Publishing Company	Paula Mahaley
OH	Ninth-Grade Proficiency Testing	IOX Assessment Associates and ACT	Sue Rapier
OH	Sixth-Grade Proficiency Testing	Riverside Publishing Company	Paula Mahaley
OH	Twelfth-Grade Proficiency Testing	American College Testing (ACT)	Sue Rapier
OK	Norm-referenced test - Iowa Test of Basic Skills	Riverside; ITBS	Maridyth McBee
OK	Oklahoma Core Curriculum Tests (CRTs)	Harcourt Brace Educational Measurement	Maridyth McBee
OR	Reading, Writing and Mathematics Assessment		Barbara Wolfe
RI	Health Performance Assessment	Y	Cynthia Corbridge
RI	Mathematics Performance Assessment	Dr. Ellen Hedlund	
RI	Norm-Referenced-MAT, 7	MAT.7 - Harcourt Brace Education Measurement	Dr. James P. Karon
SC	Basic Skills Assessment Program	Instructional Objectives Exchange	
SC	Norm-Referenced Testing	Harcourt Brace; MAT.7	
SD	Norm-referenced	Harcourt Brace; SAT9, MAT7	Gary Skoglund
TN	TCAP Achievement Test-CRT	CTB/McGraw-Hill	
TN	TCAP Achievement Test-NRT	CTB/McGraw-Hill	
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-C	National Computer Systems	Keith Cruse

Part 3.1.12B If this component includes assessments produced by commercial publishing companies, what is the assessment name(s) and/or publishing company? Who was the contract manager?

ST	Program Component	External Contractor/Instrument	SEA Contract Manager
UT	Core Assessment CRT Program		
UT	Core Curriculum Testing (Perf. Assessment)		
UT	Norm-Referenced Testing	Stanford Achievement Test	
VA	Literacy Passport Test (LPT)	Touchstone Applied Science Associates	Shelley Loving-Ryder
VA	Virginia Student Assessment Program (VSAP-NRT)	SAT9	Cameron M. Harris
VT	New Standards ELA	New Standards Projects/HBEM	
WA	Norm Reference	CTB/McGraw-Hill	Bob Silverman
WI	WRCT at Grade 3		Vicki Fredrick
WI	WSAS Knowledge & Concepts	CTB/McGraw-Hill WSAS K/C	Rajah Farah
WV	Norm-Referenced Testing	CTBS	Harcourt Brace

Part 3.2.1 **Were assessment results from this component used for instructional purposes? If "Yes," indicate what instructional purposes.**

ST	Program Component	Resp	SD	SPI	IIP	Imp	CP	PE	ISR	PD	Oth
AK	AK Writing Assessment	Yes	Y		Y	Y	Y				
AK	Norm-Referenced Testing	Yes				Y	Y				
AL	Alabama Direct Assessment of Writing	Yes			Y	Y	Y			Y	
AL	Basic Competency Test, Grade 9	Yes				Y			Y		
AL	Exit Exam	Yes	Y								Y
AL	Math End-of-Course Test	Yes				Y	Y			Y	
AL	Stanford Achievement Test	Yes				Y	Y	Y	Y	Y	
AR	Criterion Referenced Test	Yes	Y		Y	Y	Y	Y	Y	Y	
AR	Stanford Achievement Test, Ninth Edition	Yes	Y		Y	Y	Y	Y	Y	Y	
AZ	NRT - Stanford 9	No									
CA	Assessments in Career Education (ACE)	Yes	Y								
CA	Golden State Exams	No									
CO	Reading and Writing	Yes				Y	Y			Y	
CT	CT Academic Performance Test (CAPT)	Yes				Y	Y	Y		Y	
CT	CT Mastery Test (CMT)	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
DE	Writing Assessment	Yes	Y		Y	Y		Y			
FL	FL Writing Assessment Program	Yes				Y		Y			Y
FL	High School Competency Test (HSCT)	Yes				Y					Y
GA	GA High School Graduation Tests (GHSGT)	No									
GA	GA Kindergarten Assessment Program (GKAP)	Yes	Y	Y	Y	Y		Y	Y		
GA	Norm-Referenced Testing	Yes						Y			
GA	Writing Assessments	Yes	Y			Y	Y		Y		
HI	Credit by Examination (CbyE)	N/A									
HI	Stanford Achievement Test 8th Edition	Yes	Y			Y	Y	Y	Y	Y	
HI	Test of Essential Competencies (HSTEC)	No									
IA	No assessments										
ID	Direct Mathematics Assessment	Yes				Y	Y			Y	
ID	Direct Writing Assessment	Yes				Y	Y			Y	
ID	Standardized Testing ITBS & TAP	Yes				Y	Y			Y	
IL	IL Goal Assessment Program (IGAP)	Yes									Y
IN	Statewide Assessment	Yes	Y	Y		Y	Y	Y	Y	Y	

SD = Student diagnosis
SPI = Student placement
IIP = Individual student instructional plan
Imp = Improvement of instruction
CP = Curriculum planning
PE = Program evaluation
ISR = Identification of students at risk
PD = Professional development
Oth = Other

Part 3.2.1 **Were assessment results from this component used for instructional purposes? If "Yes," indicate what instructional purposes.**

ST	Program Component	Resp	SD	SPI	IIP	Imp	CP	PE	ISR	PD	Oth
KS	KS Assessment Program	Yes	Y			Y	Y	Y	Y	Y	
KY	KIRIS On Demand	Yes			Y	Y	Y	Y			
KY	National Referenced Assessment	Yes									Y
KY	Open Response Questions	Yes				Y	Y	Y			
KY	Portfolio Assessment	Yes			Y	Y	Y				
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes		Y	Y	Y	Y	Y	Y		
LA	Kindergarten Develop. Readiness Screen. Prog.	Yes	Y		Y	Y	Y				
LA	LA Graduation Exit Examination	Yes	Y	Y	Y	Y	Y	Y	Y		
LA	Norm-Referenced Testing	Yes		Y	Y	Y		Y	Y		
MA	Iowa Tests of Basic Skills	Yes	Y		Y						
MA	Iowa Tests of Educational Development	Yes	Y		Y						
MA	Massachusetts Comprehensive Assessment System	N/A				Y	Y			Y	
MD	MD Functional Testing Program	Yes	Y			Y	Y				
MD	MD School Perf. Assessment Program (MSPAP)	Yes				Y		Y			
ME	State Tests	Yes				Y	Y	Y		Y	
MI	Grade 4 and 7 Reading and Mathematics	Yes	Y		Y	Y					
MI	Grade 5 and 8 Science	Yes				Y	Y				Y
MI	MI High School Proficiency Test	Yes				Y	Y				Y
MN	Basic Standards	Yes									Y
MO	MO Mastery and Achievement Test (MMAT)	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
MO	Missouri Assessment Program (MAP)	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y
MS	Functional Literacy Examination (FLE)	Yes			Y	Y	Y		Y		
MS	Norm-Referenced Testing	Yes	Y		Y	Y	Y	Y		Y	
MS	Subject Area Testing Program (SATP)	Yes				Y	Y	Y		Y	
MT	Student Assessment Requirement	Yes				Y	Y	Y			Y
NC	Competency Testing	No									
NC	NC Testing Program	Yes		Y	Y	Y	Y	Y	Y	Y	
NC	Norm-Referenced Testing	No									
ND	Norm-referenced Testing	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y
NE	No assessments										
NH	NH Ed. Improvement and Assessment Program	Yes				Y	Y	Y		Y	

SD = Student diagnosis
SPI = Student placement
IIP = Individual student instructional plan
Imp = Improvement of instruction
CP = Curriculum planning
PE = Program evaluation
ISR = Identification of students at risk
PD = Professional development
Oth = Other

Part 3.2.1 Were assessment results from this component used for instructional purposes? If "Yes," indicate what instructional purposes.

ST	Program Component	Resp	SD	SPI	IIP	Imp	CP	PE	ISR	PD	Oth
NJ	Grade 11 High School Proficiency Test	Yes	Y	Y	Y	Y		Y	Y		
NJ	Grade 8 Early Warning Test	Yes	Y	Y	Y	Y			Y		
NM	New Mexico Achievement Assessment	Yes					Y	Y			
NM	New Mexico High School Competency Exam	No									
NM	Portfolio Writing Assessment	Yes	Y			Y	Y	Y			
NM	Reading Assessment for Grades 1 and 2	Yes	Y			Y	Y	Y			
NV	High School Proficiency Examination Program	Yes	Y						Y		
NV	Norm-Referenced Testing	Yes	Y			Y	Y	Y	Y		
NV	Writing Proficiency Examination-Grade 8	Yes	Y			Y			Y		
NY	Occupational Education Proficiency Examinations	No									
NY	Preliminary Competency Tests	Yes						Y	Y		
NY	Program Evaluation Tests	Yes						Y			
NY	Pupil Evaluation Program Tests	Yes						Y	Y		
NY	Regents Competency Tests	No									
NY	Regents Examination Programs	Yes				Y	Y	Y			
NY	Second Language Proficiency Examinations	No									
OH	Fourth-Grade Proficiency Testing	Yes				Y	Y	Y	Y	Y	
OH	Ninth-Grade Proficiency Testing	Yes			Y	Y	Y	Y			
OH	Sixth-Grade Proficiency Testing	Yes				Y	Y			Y	
OH	Twelfth-Grade Proficiency Testing	Yes				Y	Y			Y	
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Yes	Y		Y	Y	Y		Y	Y	
OK	Oklahoma Core Curriculum Tests (CRTs)	Yes	Y		Y	Y	Y	Y			
OR	Reading, Writing and Mathematics Assessment	Yes				Y	Y	Y		Y	
PA	Reading and Mathematics Assessment	Yes	Y			Y	Y				
PA	Writing Assessment	Yes				Y	Y				
RI	Health Performance Assessment	Yes				Y	Y			Y	
RI	Mathematics Performance Assessment	Yes	Y			Y	Y		Y	Y	
RI	Norm-Referenced-MAT, 7	Yes	Y	Y			Y	Y	Y	Y	
RI	Writing Performance Assessment	Yes				Y	Y		Y	Y	
SC	Basic Skills Assessment Program	Yes	Y			Y		Y			
SC	Norm-Referenced Testing	Yes	Y			Y		Y			
SD	Norm-referenced	Yes				Y	Y	Y	Y		

SD = Student diagnosis
SPI = Student placement
IIP = Individual student instructional plan

Imp = Improvement of instruction
CP = Curriculum planning
PE = Program evaluation

ISR = Identification of students at risk
PD = Professional development
Oth = Other

Part 3.2.1 **Were assessment results from this component used for instructional purposes? If "Yes," indicate what instructional purposes.**

ST	Program Component	Resp	SD	SPI	IIP	Imp	CP	PE	ISR	PD	Oth
TN	TCAP Achievement Test-CRT	Yes	Y		Y	Y	Y	Y			
TN	TCAP Achievement Test-NRT	Yes	Y			Y	Y	Y			
TN	TCAP Competency Test	Yes	Y		Y	Y	Y	Y	Y		
TN	TCAP Writing Assessment	Yes				Y	Y	Y		Y	
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
UT	Core Assessment CRT Program	Yes	Y	Y	Y	Y	Y	Y	Y		
UT	Core Curriculum Testing (Perf. Assessment)	Yes	Y			Y	Y	Y			
UT	Norm-Referenced Testing	Yes	Y	Y		Y	Y	Y			
VA	Literacy Passport Test (LPT)	Yes	Y		Y	Y		Y	Y		
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y
VT	New Standards ELA	Yes				Y	Y	Y			
VT	Portfolio Assessment	Yes			Y	Y	Y	Y		Y	
WA	Norm Reference	Yes	Y			Y	Y	Y	Y		
WI	WRCT at Grade 3	Yes		Y				Y	Y		
WI	WSAS Knowledge & Concepts	Yes		Y				Y	Y		
WV	Norm-Referenced Testing	Yes				Y	Y		Y		
WV	Writing Assessment	Yes				Y	Y				
WY	Wyoming Assessment Program	Yes				Y	Y	Y		Y	
	Totals by Component	Yes=98 No=10	46	19	34	83	71	60	40	37	12
	Totals by State	Yes=47 No=7	29	13	22	43	39	37	26	24	10

SD = Student diagnosis
SPI = Student placement
IIP = Individual student instructional plan
Imp = Improvement of instruction
CP = Curriculum planning
PE = Program evaluation
ISR = Identification of students at risk
PD = Professional development
Oth = Other

Part 3.2.2 Were assessment results from this component used for student accountability purposes? If "Yes," indicate what student accountability purposes.

ST	Program Component	Resp	StA	St$	Pro	HD	ED	HSG	Oth
AK	AK Writing Assessment	No							
AK	Norm-Referenced Testing	Yes							Y
AL	Alabama Direct Assessment of Writing	No							
AL	Basic Competency Test, Grade 9	Yes						Y	
AL	Exit Exam	Yes						Y	
AL	Math End-of-Course Test	No							
AL	Stanford Achievement Test	No							
AR	Criterion Referenced Test	No							
AR	Stanford Achievement Test, Ninth Edition	No							
AZ	NRT - Stanford 9	No							
CA	Assessments in Career Education (ACE)	No							
CA	Golden State Exams	Yes	Y			Y			
CO	Reading and Writing	No							
CT	CT Academic Performance Test (CAPT)	Yes	Y						
CT	CT Mastery Test (CMT)	No							
DE	Writing Assessment	No							
FL	FL Writing Assessment Program	No							
FL	High School Competency Test (HSCT)	Yes						Y	
GA	GA High School Graduation Tests (GHSGT)	Yes						Y	
GA	GA Kindergarten Assessment Program (GKAP)	No							
GA	Norm-Referenced Testing	No							
GA	Writing Assessments	Yes						Y	
HI	Credit by Examination (CbyE)	Yes							Y
HI	Stanford Achievement Test 8th Edition	No							
HI	Test of Essential Competencies (HSTEC)	Yes						Y	
IA	No assessments								
ID	Direct Mathematics Assessment	No							
ID	Direct Writing Assessment	No							
ID	Standardized Testing ITBS & TAP	No							
IL	IL Goal Assessment Program (IGAP)	No							
IN	Statewide Assessment	No							
KS	KS Assessment Program	Yes							Y

StA = Student awards or recognition
St$ = Student financial awards or scholarships
Pro = Student promotion
HD = Honors high school diploma
ED = Endorsed high school diploma
HSG = High school graduation (exit exam)
Oth = Other

Part 3.2.2 **Were assessment results from this component used for student accountability purposes? If "Yes," indicate what student accountability purposes.**

ST	Program Component	Resp	StA	St$	Pro	HD	ED	HSG	Oth
KY	KIRIS On Demand	No							
KY	National Referenced Assessment	No							
KY	Open Response Questions	No							
KY	Portfolio Assessment	No							
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes			Y				
LA	Kindergarten Develop. Readiness Screen. Prog.	No							
LA	LA Graduation Exit Examination	Yes			Y			Y	
LA	Norm-Referenced Testing	No							
MA	Iowa Tests of Basic Skills	No							
MA	Iowa Tests of Educational Development	No							
MA	Massachusetts Comprehensive Assessment System	N/A							
MD	MD Functional Testing Program	Yes						Y	
MD	MD School Perf. Assessment Program (MSPAP)	No							
ME	State Tests	No							
MI	Grade 4 and 7 Reading and Mathematics	No							
MI	Grade 5 and 8 Science	No							
MI	MI High School Proficiency Test	Yes					Y		
MN	Basic Standards	Yes						Y	
MO	MO Mastery and Achievement Test (MMAT)	No							
MO	Missouri Assessment Program (MAP)	No							
MS	Functional Literacy Examination (FLE)	Yes						Y	
MS	Norm-Referenced Testing	No							
MS	Subject Area Testing Program (SATP)	No							
MT	Student Assessment Requirement	No							Y
NC	Competency Testing	Yes						Y	
NC	NC Testing Program	Yes	Y		Y			Y	
NC	Norm-Referenced Testing	No							
ND	Norm-referenced Testing	Yes	Y						
NE	No assessment								
NH	NH Ed. Improvement and Assessment Program	No							
NJ	Grade 11 High School Proficiency Test	Yes						Y	
NJ	Grade 8 Early Warning Test	No							

StA = Student awards or recognition
St$ = Student financial awards or scholarships
Pro = Student promotion

HD = Honors high school diploma
ED = Endorsed high school diploma
HSG = High school graduation (exit exam)

Oth = Other

Part 3.2.2 **Were assessment results from this component used for student accountability purposes? If "Yes," indicate what student accountability purposes.**

ST	Program Component	Resp	StA	St$	Pro	HD	ED	HSG	Oth
NM	New Mexico Achievement Assessment	No							
NM	New Mexico High School Competency Exam	Yes						Y	
NM	Portfolio Writing Assessment	No							
NM	Reading Assessment for Grades 1 and 2	No							
NV	High School Proficiency Examination Program	Yes						Y	
NV	Norm-Referenced Testing	Yes							Y
NV	Writing Proficiency Examination-Grade 8	Yes							Y
NY	Occupational Education Proficiency Examinations	Yes							Y
NY	Preliminary Competency Tests	No							
NY	Program Evaluation Tests	No							
NY	Pupil Evaluation Program Tests	No							
NY	Regents Competency Tests	Yes						Y	
NY	Regents Examination Programs	Yes	Y		Y	Y	Y	Y	
NY	Second Language Proficiency Examinations	Yes							Y
OH	Fourth-Grade Proficiency Testing	No							
OH	Ninth-Grade Proficiency Testing	Yes						Y	
OH	Sixth-Grade Proficiency Testing	No							
OH	Twelfth-Grade Proficiency Testing	Yes	Y			Y			
OK	Norm-Referenced Test - Iowa Test of Basic Skills	No							
OK	Oklahoma Core Curriculum Tests (CRTs)	No							
OR	Reading, Writing and Mathematics Assessment	No							
PA	Reading and Mathematics Assessment	No							
PA	Writing Assessment	No							
RI	Health Performance Assessment	No							
RI	Mathematics Performance Assessment	No							
RI	Norm-Referenced-MAT, 7	No							
RI	Writing Performance Assessment	No							
SC	Basic Skills Assessment Program	Yes			Y			Y	
SC	Norm-Referenced Testing	Yes			Y				
SD	Norm-referenced	No			Y				Y
TN	TCAP Achievement Test-CRT	No							
TN	TCAP Achievement Test-NRT	No							
TN	TCAP Competency Test	Yes						Y	
TN	TCAP Writing Assessment	No							

StA = Student awards or recognition
St$ = Student financial awards or scholarships
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HD = Honors high school diploma
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HSG = High school graduation (exit exam)
Oth = Other

Part 3.2.2 Were assessment results from this component used for student accountability purposes? If "Yes," indicate what student accountability purposes.

ST	Program Component	Resp	StA	St$	Pro	HD	ED	HSG	Oth
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes	Y					Y	
UT	Core Assessment CRT Program	No							
UT	Core Curriculum Testing (Perf. Assessment)	No							
UT	Norm-Referenced Testing	Yes	Y						
VA	Literacy Passport Test (LPT)	Yes	Y		Y			Y	
VA	Virginia Student Assessment Program (VSAP-NRT)	No							
VT	New Standards ELA	No							
VT	Portfolio Assessment	No							
WA	Norm Reference	No							
WI	WRCT at Grade 3	No							
WI	WSAS Knowledge & Concepts	No							
WV	Norm-Referenced Testing	No							
WV	Writing Assessment	No							
WY	Wyoming Assessment Program	No							
	Totals by Component	Yes=34 No=65	9	0	8	3	2	22	8
	Totals by State	Yes=25 No=42	9	0	6	3	2	18	7

StA = Student awards or recognition
St$ = Student financial awards or scholarships
Pro = Student promotion

HD = Honors high school diploma
ED = Endorsed high school diploma
HSG = High school graduation (exit exam)

Oth = Other

Part 3.2.3 Were assessment results from this component used for school accountability purposes? If "Yes," indicate what school accountability purposes.

ST	Program Component	Resp	ScA	Sc$	ER	Acr	SPR	SkG	AA	AF	Wrn	PWL	S$P	TO	Dis	Oth
AK	AK Writing Assessment	Yes					Y									
AK	Norm-Referenced Testing	Yes					Y									Y
AL	Alabama Direct Assessment of Writing	Yes					Y									
AL	Basic Competency Test, Grade 9	No														
AL	Exit Exam	Yes					Y									
AL	Math End-of-Course Test	Yes					Y									
AL	Stanford Achievement Test	Yes					Y		Y		Y	Y		Y		
AR	Criterion Referenced Test	Yes					Y									
AR	Stanford Achievement Test, Ninth Edition	Yes					Y				Y	Y				
AZ	NRT - Stanford 9	Yes					Y									
CA	Assessments in Career Education (ACE)	No														
CA	Golden State Exams	No														
CO	Reading and Writing	No														
CT	CT Academic Performance Test (CAPT)	Yes	Y				Y	Y	Y	Y	Y					Y
CT	CT Mastery Test (CMT)	Yes	Y	Y			Y		Y	Y	Y	Y				Y
DE	Writing Assessment	No														
FL	FL Writing Assessment Program	Yes														Y
FL	High School Competency Test (HSCT)	Yes														Y
GA	GA High School Graduation Tests (GHSGT)	Yes					Y									
GA	GA Kindergarten Assessment Program (GKAP)	No														
GA	Norm-Referenced Testing	Yes					Y									
GA	Writing Assessments	Yes					Y									

ScA = School awards or recognition
Sc$ = School monetary awards
ER = Give schools exemptions from regulations
Acr = School accreditation
SPR = School performance reporting
SkG = High school skills guarantee

AA = Provide additional assistance
AF = Provide additional financial resources to low performing schools
Wrn = Give warnings to schools
PWL = Put schools on probation or watch lists

S$P = School monetary penalties
TO = Take over schools
Dis = Dissolve schools
Oth = Other

Part 3.2.3 **Were assessment results from this component used for school accountability purposes? If "Yes," indicate what school accountability purposes.**

ST	Program Component	Resp	ScA	Sc$	ER	Acr	SPR	SkG	AA	AF	Wrn	PWL	S$P	TO	Dis	Oth
HI	Credit by Examination (CbyE)	MR														
HI	Stanford Achievement Test 8th Edition	Yes	Y	Y			Y									
HI	Test of Essential Competencies (HSTEC)	No														
IA	No assessments															
ID	Direct Mathematics Assessment	Yes					Y									
ID	Direct Writing Assessment	Yes					Y									
ID	Standardized Testing ITBS & TAP	Yes					Y									
IL	IL Goal Assessment Program (IGAP)	Yes	Y		Y	Y	Y		Y	Y	Y	Y	Y			
IN	Statewide Assessment	Yes	Y	Y		Y	Y									
KS	KS Assessment Program	Yes				Y	Y									
KY	KIRIS On Demand	Yes	Y	Y	Y		Y						Y	Y		
KY	National Referenced Assessment	No														
KY	Open Response Questions	Yes	Y	Y							Y	Y		Y	Y	
KY	Portfolio Assessment	Yes	Y	Y			Y			Y	Y			Y		
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes					Y		Y							
LA	Kindergarten Develop. Readiness Screen. Prog.	No														
LA	LA Graduation Exit Examination	Yes					Y	Y	Y							
LA	Norm-Referenced Testing	Yes					Y									
MA	Iowa Tests of Basic Skills	No														
MA	Iowa Tests of Educational Development	No														
MA	Massachusetts Comprehensive Assessment System	N/A					Y									
MD	MD Functional Testing Program	Yes				Y	Y	Y								
MD	MD School Perf. Assessment Program (MSPAP)	Yes		Y			Y					Y		Y		

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Part 3.2.3 **Were assessment results from this component used for school accountability purposes? If "Yes," indicate what school accountability purposes.**

ST	Program Component	Resp	ScA	Sc$	ER	Acr	SPR	SkG	AA	AF	Wrn	PWL	S$P	TO	Dis	Oth
ME	State Tests	No														
MI	Grade 4 and 7 Reading and Mathematics	Yes				Y	Y				Y	Y	Y	Y	Y	Y
MI	Grade 5 and 8 Science	Yes				Y	Y				Y	Y	Y	Y	Y	Y
MI	MI High School Proficiency Test	Yes				Y	Y				Y	Y	Y	Y	Y	Y
MN	Basic Standards	No														
MO	MO Mastery and Achievement Test (MMAT)	Yes			Y	Y	Y		Y							
MO	Missouri Assessment Program (MAP)	Yes				Y	Y	Y								
MS	Functional Literacy Examination (FLE)	No			Y	Y	Y	Y			Y	Y		Y		
MS	Norm-Referenced Testing	Yes				Y	Y									
MS	Subject Area Testing Program (SATP)	Yes				Y	Y									
MT	Student Assessment Requirement	Yes					Y									
NC	Competency Testing	No														
NC	NC Testing Program	Yes	Y	Y			Y			Y	Y	Y		Y		Y
NC	Norm-Referenced Testing	No														
ND	Norm-referenced Testing	Yes				Y										Y
NE	No assessment															
NH	NH Ed. Improvement and Assessment Program	Yes														Y
NJ	Grade 11 High School Proficiency Test	Yes			Y	Y	Y				Y	Y		Y		
NJ	Grade 8 Early Warning Test	Yes			Y	Y	Y				Y	Y		Y		
NM	New Mexico Achievement Assessment	Yes					Y									
NM	New Mexico High School Competency Exam	Yes					Y	Y								

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Part 3.2.3 **Were assessment results from this component used for school accountability purposes? If "Yes," indicate what school accountability purposes.**

ST	Program Component	Resp	ScA	Sc$	ER	Acr	SPR	SkG	AA	AF	Wrn	PWL	S$P	TO	Dis	Oth
NM	Portfolio Writing Assessment	Yes					Y									
NM	Reading Assessment for Grades 1 and 2	No														
NV	High School Proficiency Examination Program	Yes					Y									
NV	Norm-Referenced Testing	Yes					Y									
NV	Writing Proficiency Examination-Grade 8	Yes					Y									
NY	Occupational Education Proficiency Examinations	Yes					Y									
NY	Preliminary Competency Tests	Yes					Y				Y	Y		Y		
NY	Program Evaluation Tests	No														
NY	Pupil Evaluation Program Tests	Yes					Y				Y	Y		Y		
NY	Regents Competency Tests	Yes					Y					Y				
NY	Regents Examination Programs	Yes					Y									
NY	Second Language Proficiency Examinations	No														
OH	Fourth-Grade Proficiency Testing	Yes					Y		Y							
OH	Ninth-Grade Proficiency Testing	Yes	Y				Y									
OH	Sixth-Grade Proficiency Testing	Yes					Y		Y							
OH	Twelfth-Grade Proficiency Testing	Yes					Y		Y							
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Yes					Y				Y	Y		Y	Y	
OK	Oklahoma Core Curriculum Tests (CRTs)	Yes					Y									
OR	Reading, Writing and Mathematics Assessment	Yes					Y									
PA	Reading and Mathematics Assessment	Yes					Y									
PA	Writing Assessment	No														
RI	Health Performance Assessment	Yes					Y									
RI	Mathematics Performance Assessment	Yes					Y									
RI	Norm-Referenced MAT, 7	Yes					Y									

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Part 3.2.3 **Were assessment results from this component used for school accountability purposes? If "Yes," indicate what school accountability purposes.**

ST	Program Component	Resp	ScA	Sc$	ER	Acr	SPR	SkG	AA	AF	Wrn	PWL	S$P	TO	Dis	Oth
RI	Writing Performance Assessment	Yes					Y									
SC	Basic Skills Assessment Program	Yes	Y	Y	Y		Y	Y			Y	Y		Y		
SC	Norm-Referenced Testing	Yes		Y	Y		Y				Y	Y		Y		
SD	Norm-referenced	No														
TN	TCAP Achievement Test-CRT	No														
TN	TCAP Achievement Test-NRT	Yes		Y			Y									
TN	TCAP Competency Test	No														
TN	TCAP Writing Assessment	No														
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-(	Yes		Y	Y	Y	Y				Y	Y		Y	Y	
UT	Core Assessment CRT Program	No														
UT	Core Curriculum Testing (Perf. Assessment)	No														
UT	Norm-Referenced Testing	Yes					Y									
VA	Literacy Passport Test (LPT)	Yes					Y									
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes					Y									
VT	New Standards ELA	Yes					Y									
VT	Portfolio Assessment	Yes					Y		Y							
WA	Norm Reference	Yes			Y		Y									
WI	WRCT at Grade 3	Yes					Y				Y					
WI	WSAS Knowledge & Concepts	Yes					Y				Y					
WV	Norm-Referenced Testing	Yes				Y		Y								
WV	Writing Assessment	No														

ScA = School awards or recognition
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ER = Give schools exemptions from regulations
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PWL = Put schools on probation or watch lists

S$P = School monetary penalties
TO = Take over schools
Dis = Dissolve schools
Oth = Other

Part 3.2.3 Were assessment results from this component used for school accountability purposes? If "Yes," indicate what school accountability purposes.

ST	Program Component	Resp	ScA	Sc$	ER	Acr	SPR	SkG	AA	AF	Wrn	PWL	S$P	TO	Dis	Oth
WY	Wyoming Assessment Program	No														
	Totals by Component	Yes=72 No=26	11	12	10	16	69	8	11	5	22	20	5	18	6	11
	Totals by State	Yes=40 No=21	8	9	9	11	37	8	7	4	14	14	3	11	4	4

ScA = School awards or recognition
Sc$ = School monetary awards
ER = Give schools exemptions from regulations
Acr = School accreditation
SPR = School performance reporting
SkG = High school skills guarantee
AA = Provide additional assistance
AF = Provide additional financial resources to low performing schools
Wrn = Give warnings to schools
PWL = Put schools on probation or watch lists
S$P = School monetary penalties
TO = Take over schools
Dis = Dissolve schools
Oth = Other

Part 3.2.4 Were assessment results from this component used for staff accountability purposes? If "Yes," indicate what staff accountability purposes.

ST	Program Component	Response	SA	S$A	SSA	SMP	SE	Oth
AK	AK Writing Assessment	No						
AK	Norm-Referenced Testing	No						
AL	Alabama Direct Assessment of Writing	No						
AL	Basic Competency Test, Grade 9	No						
AL	Exit Exam	No						
AL	Math End-of-Course Test	No						
AL	Stanford Achievement Test	No						
AR	Criterion Referenced Test	No						
AR	Stanford Achievement Test, Ninth Edition	No						
AZ	NRT - Stanford 9	No						
CA	Assessments in Career Education (ACE)	No						
CA	Golden State Exams	No						
CO	Reading and Writing	No						
CT	CT Academic Performance Test (CAPT)	Yes						Y
CT	CT Mastery Test (CMT)	Yes						Y
DE	Writing Assessment	No						
FL	FL Writing Assessment Program	No						
FL	High School Competency Test (HSCT)	No						
GA	GA High School Graduation Tests (GHSGT)	No						
GA	GA Kindergarten Assessment Program (GKAP)	No						
GA	Norm-Referenced Testing	No						
GA	Writing Assessments	No						
HI	Credit by Examination (CbyE)	MR						
HI	Stanford Achievement Test 8th Edition	No						
HI	Test of Essential Competencies (HSTEC)	No						
IA	No assessments							
ID	Direct Mathematics Assessment	No						
ID	Direct Writing Assessment	No						
ID	Standardized Testing ITBS & TAP	No						

SA = Staff awards or recognition
S$A = Staff monetary awards
SSA = Staff salary adjustments

SMP = Staff monetary penalties
SE = Staff evaluation or certification
SP = Staff probation

Oth = Other

Part 3.2.4 Were assessment results from this component used for staff accountability purposes? If "Yes," indicate what staff accountability purposes.

ST	Program Component	Response	SA	S$A	SSA	SMP	SE	Oth
IL	IL Goal Assessment Program (IGAP)	No						
IN	Statewide Assessment	No						
KS	KS Assessment Program	No						
KY	KIRIS On Demand	No						
KY	National Referenced Assessment	No						
KY	Open Response Questions	No						
KY	Portfolio Assessment	No						
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No						
LA	Kindergarten Develop. Readiness Screen. Prog.	No						
LA	LA Graduation Exit Examination	No						
LA	Norm-Referenced Testing	No						
MA	Iowa Tests of Basic Skills	No						
MA	Iowa Tests of Educational Development	No						
MA	Massachusetts Comprehensive Assessment System	NA						
MD	MD Functional Testing Program	No						
MD	MD School Perf. Assessment Program (MSPAP)	No						
ME	State Tests	No						
MI	Grade 4 and 7 Reading and Mathematics	No						
MI	Grade 5 and 8 Science	No						
MI	MI High School Proficiency Test	No						
MN	Basic Standards	No						
MO	MO Mastery and Achievement Test (MMAT)	No						
MO	Missouri Assessment Program (MAP)	No						
MS	Functional Literacy Examination (FLE)	No						
MS	Norm-Referenced Testing	No						
MS	Subject Area Testing Program (SATP)	No						
MT	Student Assessment Requirement	No						

SA = Staff awards or recognition
S$A = Staff monetary awards
SSA = Staff salary adjustments
SMP = Staff monetary penalties
SE = Staff evaluation or certification
SP = Staff probation
Oth = Other

Part 3.2.4 **Were assessment results from this component used for staff accountability purposes? If "Yes," indicate what staff accountability purposes.**

ST	Program Component	Response	SA	S$A	SSA	SMP	SE	Oth
NC	Competency Testing	No						
NC	NC Testing Program	Yes	Y	Y				
NC	Norm-Referenced Testing	No						
ND	Norm-referenced Testing	No						
NE	No assessment							
NH	NH Ed. Improvement and Assessment Program	No						
NJ	Grade 11 High School Proficiency Test	No						
NJ	Grade 8 Early Warning Test	No						
NM	New Mexico Achievement Assessment	No						
NM	New Mexico High School Competency Exam	No						
NM	Portfolio Writing Assessment	No						
NM	Reading Assessment for Grades 1 and 2	No						
NV	High School Proficiency Examination Program	No						
NV	Norm-Referenced Testing	No						
NV	Writing Proficiency Examination-Grade 8	No						
NY	Occupational Education Proficiency Examinations	No						
NY	Preliminary Competency Tests	No						
NY	Program Evaluation Tests	No						
NY	Pupil Evaluation Program Tests	No						
NY	Regents Competency Tests	No						
NY	Regents Examination Programs	No						
NY	Second Language Proficiency Examinations	No						
OH	Fourth-Grade Proficiency Testing	No						
OH	Ninth-Grade Proficiency Testing	No						
OH	Sixth-Grade Proficiency Testing	No						
OH	Twelfth-Grade Proficiency Testing	No						
OK	Norm-Referenced Test - Iowa Test of Basic Skills	No						
OK	Oklahoma Core Curriculum Tests (CRTs)	No						
OR	Reading, Writing and Mathematics Assessment	No						
PA	Reading and Mathematics Assessment	No						
PA	Writing Assessment	No						

SA = Staff awards or recognition
S$A = Staff monetary awards
SSA = Staff salary adjustments
SMP = Staff monetary penalties
SE = Staff evaluation or certification
SP = Staff probation
Oth = Other

Part 3.2.4 **Were assessment results from this component used for staff accountability purposes? If "Yes," indicate what staff accountability purposes.**

ST	Program Component	Response	SA	S$A	SSA	SMP	SE	Oth
RI	Health Performance Assessment	No						
RI	Mathematics Performance Assessment	No						
RI	Norm-Referenced-MAT, 7	No						
RI	Writing Performance Assessment	No						
SC	Basic Skills Assessment Program	No						
SC	Norm-Referenced Testing	No						
SD	Norm-referenced	No						
TN	TCAP Achievement Test-CRT	No						
TN	TCAP Achievement Test-NRT	Yes					Y	
TN	TCAP Competency Test	No						
TN	TCAP Writing Assessment	No						
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	No						
UT	Core Assessment CRT Program	No						
UT	Core Curriculum Testing (Perf. Assessment)	No						
UT	Norm-Referenced Testing	No						
VA	Literacy Passport Test (LPT)	No						
VA	Virginia Student Assessment Program (VSAP-NRT)	No						
VT	New Standards ELA	No						
VT	Portfolio Assessment	No						
WA	Norm Reference	No						
WI	WRCT at Grade 3	No						
WI	WSAS Knowledge & Concepts	No						
WV	Norm-Referenced Testing	No						
WV	Writing Assessment	No						
WY	Wyoming Assessment Program	No						
	Totals by Component	Yes=4 No=93	1	1	0	1	1	1
	Totals by State	Yes=3 No=47	1	1	0	1	1	1

SA = Staff awards or recognition
S$A = Staff monetary awards
SSA = Staff salary adjustments

SMP = Staff monetary penalties
SE = Staff evaluation or certification
SP = Staff probation

Oth = Other

Part 3.3.1 Have student or school performance standards been set for this component?

ST	Program Component	Student?	School?
AK	AK Writing Assessment	Yes	No
AK	Norm-Referenced Testing	Yes	Yes
AL	Alabama Direct Assessment of Writing	Yes	No
AL	Basic Competency Test, Grade 9	Yes	Yes
AL	Exit Exam	Yes	No
AL	Math End-of-Course Test	Yes	No
AL	Stanford Achievement Test	Yes	Yes
AR	Criterion Referenced Test	Yes	No
AR	Stanford Achievement Test, Ninth Edition	No	No
AZ	NRT - Stanford 9	No	No
CA	Assessments in Career Education (ACE)	No	No
CA	Golden State Exams	No	No
CO	Reading and Writing	Yes	No
CT	CT Academic Performance Test (CAPT)	Yes	Yes
CT	CT Mastery Test (CMT)	Yes	Yes
DE	Writing Assessment	No	No
FL	FL Writing Assessment Program	No	Yes
FL	High School Competency Test (HSCT)	Yes	Yes
GA	GA High School Graduation Tests (GHSGT)	Yes	No
GA	GA Kindergarten Assessment Program (GKAP)	Yes	No
GA	Norm-Referenced Testing	No	No
GA	Writing Assessments	Yes	Yes
HI	Credit by Examination (CbyE)	No	No
HI	Stanford Achievement Test 8th Edition	No	No
HI	Test of Essential Competencies (HSTEC)	No	No
IA	No assessments		
ID	Direct Mathematics Assessment	Yes	No
ID	Direct Writing Assessment	Yes	No
ID	Standardized Testing ITBS & TAP	No	No
IL	IL Goal Assessment Program (IGAP)	Yes	Yes
IN	Statewide Assessment	Yes	Yes
KS	KS Assessment Program	Yes	Yes

Part 3.3.1 Have student or school performance standards been set for this component?

ST	Program Component	Student?	School?
KY	KIRIS On Demand	Yes	Yes
KY	National Referenced Assessment	No	No
KY	Open Response Questions	Yes	Yes
KY	Portfolio Assessment	Yes	Yes
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No	Yes
LA	Kindergarten Develop. Readiness Screen. Prog.	No	No
LA	LA Graduation Exit Examination	No	Yes
LA	Norm-Referenced Testing	No	No
MA	Iowa Tests of Basic Skills	No	No
MA	Iowa Tests of Educational Development	No	No
MA	Massachusetts Comprehensive Assessment System	No	No
MD	MD Functional Testing Program	Yes	Yes
MD	MD School Perf. Assessment Program (MSPAP)	Yes	Yes
ME	State Tests		
MI	Grade 4 and 7 Reading and Mathematics	Yes	Yes
MI	Grade 5 and 8 Science	Yes	Yes
MI	MI High School Proficiency Test	Yes	Yes
MN	Basic Standards	No	No
MO	MO Mastery and Achievement Test (MMAT)	No	No
MO	Missouri Assessment Program (MAP)	Yes	No
MS	Functional Literacy Examination (FLE)	Yes	No
MS	Norm-Referenced Testing	Yes	No
MS	Subject Area Testing Program (SATP)	No	No
MT	Student Assessment Requirement	Yes	No
NC	Competency Testing	Yes	No
NC	NC Testing Program	Yes	Yes
NC	Norm-Referenced Testing	No	No
ND	Norm-referenced Testing	No	Yes
NE	No assessment		
NH	NH Ed. Improvement and Assessment Program	Yes	No
NJ	Grade 11 High School Proficiency Test	Yes	Yes
NJ	Grade 8 Early Warning Test	Yes	Yes
NM	New Mexico Achievement Assessment	No	No
NM	New Mexico High School Competency Exam	No	Yes
NM	Portfolio Writing Assessment	No	Yes
NM	Reading Assessment for Grades 1 and 2	No	Yes

Part 3.3.1 Have student or school performance standards been set for this component?

ST	Program Component	Student?	School?
NV	High School Proficiency Examination Program	Yes	No
NV	Norm-Referenced Testing	Yes	No
NV	Writing Proficiency Examination-Grade 8	Yes	No
NY	Occupational Education Proficiency Examinations	No	Yes
NY	Preliminary Competency Tests	MR	MR
NY	Program Evaluation Tests	No	No
NY	Pupil Evaluation Program Tests	Yes	Yes
NY	Regents Competency Tests	MR	Yes
NY	Regents Examination Programs	Yes	MR
NY	Second Language Proficiency Examinations	MR	Yes
OH	Fourth-Grade Proficiency Testing	Yes	Yes
OH	Ninth-Grade Proficiency Testing	Yes	Yes
OH	Sixth-Grade Proficiency Testing	Yes	Yes
OH	Twelfth-Grade Proficiency Testing	Yes	Yes
OK	Norm-Referenced Test - Iowa Test of Basic Skills	No	No
OK	Oklahoma Core Curriculum Tests (CRTs)	Yes	No
OR	Reading, Writing and Mathematics Assessment	Yes	No
PA	Reading and Mathematics Assessment	No	No
PA	Writing Assessment	Yes	No
RI	Health Performance Assessment	Yes	Yes
RI	Mathematics Performance Assessment	Yes	Yes
RI	Norm-Referenced-MAT, 7	No	No
RI	Writing Performance Assessment	Yes	Yes
SC	Basic Skills Assessment Program	Yes	Yes
SC	Norm-Referenced Testing	Yes	Yes
SD	Norm-referenced	No	No
TN	TCAP Achievement Test-CRT	Yes	Yes
TN	TCAP Achievement Test-NRT	Yes	Yes
TN	TCAP Competency Test	Yes	No
TN	TCAP Writing Assessment	No	No
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes	Yes
UT	Core Assessment CRT Program	Yes	Yes
UT	Core Curriculum Testing (Perf. Assessment)	Yes	No
UT	Norm-Referenced Testing	Yes	No
VA	Literacy Passport Test (LPT)	Yes	No
VA	Virginia Student Assessment Program (VSAP-NRT)	No	No

Part 3.3.1 **Have student or school performance standards been set for this component?**

ST	Program Component	Student?	School?
VT	New Standards ELA	Yes	No
VT	Portfolio Assessment	No	No
WA	Norm Reference	Yes	No
WI	WRCT at Grade 3	Yes	Yes
WI	WSAS Knowledge & Concepts	No	Yes
WV	Norm-Referenced Testing	Yes	No
WV	Writing Assessment	No	No
WY	Wyoming Assessment Program	Yes	No
	Totals by Component	Yes=62 No=36	Yes=46 No=52
	Totals by State	Yes=37 No=27	Yes=24 No=34

Part 3.3.2 If your state has set *student* performance standards on assessments in this component, how were they set?

ST	Program Component	Setting procedures
AK	AK Writing Assessment	Committee process.
AK	Norm-Referenced Testing	Review by test publisher. A separate standards-setting (Angoff Process) with Alaskans in March 1997.
AL	Alabama Direct Assessment of Writing	Established rubrics
AL	Basic Competency Test, Grade 9	SDE made determination for pass/fail
AL	Exit Exam	Standard Setting Committee of teachers
AL	Math End-of-Course Test	Standard Setting Committee of teachers
AL	Stanford Achievement Test	A majority of students must be scoring at or above the 5th Stanine or making adequate yearly progress toward that goal.
AR	Criterion Referenced Test	Three-part standards setting process using samples of student work.
AR	Stanford Achievement Test, Ninth Edition	
AZ	NRT - Stanford 9	
CA	Career-Technical Assessment Program (C-TAP)	
CA	Golden State Exams	
CO	Reading and Writing	CTB's Bookmarking Procedure.
CT	CT Academic Performance Test (CAPT)	A variety-modified Angoff, student paper review, holistic rubric review
CT	CT Mastery Test (CMT)	Modified Angoff, student materials review, student essays review
DE	Writing Assessment	
FL	FL Writing Assessment Program	Standards for critically low schools were set that included the use of results from the writing assessment. Standards were set by the Department through a policy review.
FL	High School Competency Test (HSCT)	Standards for critically low schools were set that included the use of results from the High School Competency Test. Standards for critically low schools were set by the Department through a policy review. Passing standards for the test were set by the SBE upon recommendation of the commissioner.
GA	GA High School Graduation Tests (GHSGT)	Several series of performance standards setting sessions were conducted throughout the state to determine minimum passing scores.
GA	GA Kindergarten Assessment Program (GKAP)	Several series of performance standards setting sessions were conducted throughout the state to determine appropriate requirements.
GA	Norm-Referenced Testing	
GA	Writing Assessments	Several series of performance standards setting sessions were conducted throughout the state.
HI	Credit by Examination (CbyE)	
HI	Stanford Achievement Test 8th Edition	

Part 3.3.2 If your state has set *student* performance standards on assessments in this component, how were they set?

ST	Program Component	Setting procedures
HI	Test of Essential Competencies (HSTEC)	
IA	No assessments	
ID	Direct Mathematics Assessment	Two years to develop, field test & revise the standard to correspond to math curriculum guidelines in the state
ID	Direct Writing Assessment	Two years of development with teachers & students throughout the state.
ID	Standardized Testing ITBS & TAP	
IL	IL Goal Assessment Program (IGAP)	Modified Angoff - Descriptive definition of performance by subject area.
IN	Statewide Assessment	modified Angoff study; bookmarking procedure
KS	KS Assessment Program	Input from approx. 1500 teachers. Performance distribution estimators.
KY	KIRIS On Demand	Standards have been set by committee of educators reviewing student work and have been re-validated by a larger set of educators and others.
KY	National Referenced Assessment	
KY	Open Response Questions	Standard setting involved examination of actual student work on open-response questions ("student-based constricted response" mode)
KY	Portfolio Assessment	
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Weighted contrasting group method
LA	Kindergarten Develop. Readiness Screen. Prog.	
LA	LA Graduation Exit Examination	Weighted contrasting group method
LA	Norm-Referenced Testing	
MA	Iowa Tests of Basic Skills	
MA	Iowa Tests of Educational Development	
MA	Massachusetts Comprehensive Assessment System	
MD	MD Functional Testing Program	

Part 3.3.2 If your state has set *student* performance standards on assessments in this component, how were they set?

ST	Program Component	Setting procedures
MD	MD School Perf. Assessment Program (MSPAP)	The standards are set by groups that included educators, students, teachers, employers, parents, and university professors. A state level committee determined that standards within the context of the Maryland School Performan Program should provide a basis for guiding and evaluating school improvement efforts at all levels -- school, school system, and the state. The committee identified criteria for standards, defined the terms satisfactory and excellent, and researched available information on standard setting. The committee then adopted and tailored a Delphi technique to the standard setting process, including the use of data, conceptual judgements, and computer-assisted decision support. The standards were developed by reflecting on the ideal level of each data-based area, considering influencing factors, and reviewing empirical data for each area. For each data-based area, the group used the process to develop a recommendation on a percentage range within which the satisfactory performance standard should be selected. Standards for excellent performance were then set through statistical procedures. The excellent performance standard, thus, is anchored by the satisfactory level and is significantly higher than that level. The recommendations for the satisfactory and excellent ranges were then validated by committee members who had not participated in their development. These validation group members examined the recommended ranges for both satisfactory and excellent performance standards and reviewed the procedures, the definitions, and the data. The committee's work was reviewed by an independent standards council that included students, teachers, employers, parents, and university professors. The standards council developed recommended standards from the recommended ranges for consideration by the State Superintendent of Schools and the State Board of Education. After additional reviews by various consultant groups and after public hearings, the State Board of Education adopted the standards in August 1990, in July 1991 and in December 1993.
ME	State Tests	Panel judgements based on Maine student samples
MI	Grade 4 and 7 Reading and Mathematics	Student-- Modified Angoff Method School--Advisory Committee comprised of local educators
MI	Grade 5 and 8 Science	Modified Angoff
MI	MI High School Proficiency Test	student: Modified Angoff school: advisory committee comprised of MI educators

Part 3.3.2 If your state has set *student* performance standards on assessments in this component, how were they set?

ST	Program Component	Setting procedures
MN	Basic Standards	
MO	MO Mastery and Achievement Test (MMAT)	
MO	Missouri Assessment Program (MAP)	Student achievement level setting conference.
MS	Functional Literacy Examination (FLE)	Achievement of a composite scaled score of 699 and no less than 211 in any test. Students tested in reading, mathematics, and written communication.
MS	Norm-Referenced Testing	
MS	Subject Area Testing Program (SATP)	
MT	Student Assessment Requirement	Currently part of transition to an aligned assessment.
NC	Competency Testing	Pass/Fail score determined for each subject tested (Reading & Math) - Contrasting Groups Method. Pass/Fail score determined also for the multiple-choice and performance tests for computer skills.
NC	NC Testing Program	teacher judgments and previous student performance together to determine cut-off values - contrasting groups method
NC	Norm-Referenced Testing	
ND	Norm-referenced Testing	
NE	No assessment	
NH	NH Ed. Improvement and Assessment Program	Modified student based constructed response method.
NJ	Grade 11 High School Proficiency Test	For students: Committees of state educators set standards during the first year of the operational test with the guidance of state department of education personnel. These standards are approved for use by the State Board of Education. For schools: state regulations governing district certification and monitoring require a certain proportion of students in each school within the district to pass state test standards. This is one of many elements by which districts are certified by the state. Failure to meet these standards could lead to closer state monitoring and eventual state takeover. In the past, takeovers have involved failure of many monitoring elements, not just the testing element.
NJ	Grade 8 Early Warning Test	Standard setting by committee of educators in state for first year of assessment
NM	New Mexico Achievement Assessment	
NM	New Mexico High School Competency Exam	Pass/Fail scores determined by standards setting when test was first administered.
NM	Portfolio Writing Assessment	teacher devised holistic and analytic rubrics
NM	Reading Assessment for Grades 1 and 2	Locally determined as long as students fall into three distinct categories of proficiency for data aggregation.
NV	High School Proficiency Examination Program	Percent expected to pass based on state norms.

Part 3.3.2 If your state has set *student* performance standards on assessments in this component, how were they set?

ST	Program Component	Setting procedures
NV	Norm-Referenced Testing	Based on national percentile recommended by department and adopted by State Board
NV	Writing Proficiency Examination-Grade 8	Based on lowest category in Rubric described as adequate (Score=3) on 5-point scale in each of 4 traits scored. 3 in all four traits required for overall adequate rating.
NY	Occupational Education Proficiency Examinations	criterion referenced
NY	Preliminary Competency Tests	
NY	Program Evaluation Tests	
NY	Pupil Evaluation Program Tests	Criterion standards are used for all components
NY	Regents Competency Tests	Criterion standards for students
NY	Regents Examination Programs	criterion
NY	Second Language Proficiency Examinations	criterion ref
OH	Fourth-Grade Proficiency Testing	Committees of educators, following agreed-upon methods, recommended standards which were then reviewed by other committees. Based upon all recommendations and reviews, the State Board of Education established performance standards.
OH	Ninth-Grade Proficiency Testing	Committees of educators, using agreed upon procedures, recommended standards which were reviewed by three other committees. After considering the recommendations of all groups, State Board adopted standards.
OH	Sixth-Grade Proficiency Testing	A standard setting committee was formed for each of the 5 subject areas assessed on this test made up of 5th, 6th, 7th grade teachers, administrators, curriculum specialists, etc., who followed agreed-upon methods recommended standards which were then reviewed by other committees and finally the State Board of Education established performance standards.
OH	Twelfth-Grade Proficiency Testing	Committees of educators, following agreed-upon methods, recommended standards which were then reviewed by other committees. Based upon all recommendations and reviews, the State Board of Education established performance standards.
OK	Norm-Referenced Test - Iowa Test of Basic Skills	The state legislature identified the performance standard.
OK	Oklahoma Core Curriculum Tests (CRTs)	Modified Angoff with representative Oklahoma educators and community members.
OR	Reading, Writing and Mathematics Assessment	Panels of teachers and curriculum specialists developed draft content standards, which were distributed throughout the state for review by a variety of audiences. Revisions were made before adoption by the State Board of Education. Performance standards were based on the draft content standards and iterative panel reviews of student work scored in accordance with the content standards. For multiple-choice assessments, panels used a "bookmarking" technique to identify the scale score that met their expectations for student performance. Assessments that were developed after adoption of the content standards have been approved by content panels charged with ensuring alignment with content standards.

Part 3.3.2 If your state has set *student* performance standards on assessments in this component, how were they set?

ST	Program Component	Setting procedures
PA	Reading and Mathematics Assessment	
PA	Writing Assessment	Writing assessment advisory committee defined the standard
RI	Health Performance Assessment	Modified Angoff to determine 4 levels; 3 cut points. Committee reviewed actual student work item by item.
RI	Mathematics Performance Assessment	Gr. 4 modified Angoff -- estimating % just above each of 3 cuts (4 levels); student work examined item by item Grs 8 and 10 -- standards set by new standards using student work
RI	Norm-Referenced-MAT, 7	
RI	Writing Performance Assessment	A committee of 20 educators and non-educators met to review student work in the 1996 assessment at grades 4, 8 and 10 to set standards of performance.
SC	Basic Skills Assessment Program	Part of formula used for awarding school incentive awards. 25% of promotion criteria for students.
SC	Norm-Referenced Testing	Percentile ranks were determined for each grade for reading and math based on 1995 test scores. A percentile for the MAT7 grades was determined by interpolation between the closest BSAP grades with reading and math scores.
SD	Norm-referenced	
TN	TCAP Achievement Test-CRT	
TN	TCAP Achievement Test-NRT	Process developed and adopted by legislature.
TN	TCAP Competency Test	State Board of Education set the standard.
TN	TCAP Writing Assessment	

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Part 3.3.2 If your state has set *student* performance standards on assessments in this component, how were they set?

ST	Program Component	Setting procedures
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	STUDENTS: All current tests carry a passing standard equivalent to approximately 70% of the items correct on the base test form. These standards are established by the State Board of Education. SCHOOLS: The Accountability Rating System for Texas Public Schools and School Districts includes student performance results on the TAAS reading and mathematics tests at Grades 3 through 8 and 10, and writing at Grades 4, 8, and 10. The system uses four categories, exemplary, recognized, academically acceptable, and academically unacceptable. For a campus or district rating of Exemplary, at least 90.0 percent of total students and students in each group must pass each section of the TAAS. For a campus or district rating of Recognized, at least 70.0 percent of total students and students in each group must pass each section of the TAAS and Required Improvement must be demonstrated. For a rating of Academically Acceptable (district) or Acceptable (campus), at least 30.0 percent of total students and students in each group must pass each section of the TAAS. Districts and campuses can also receive a rating of Academically Acceptable (district) or Acceptable (campus) if Required Improvement is demonstrated in all low-performing areas and groups. Those districts (or campuses) not meeting the standard for Academically Acceptable (or Acceptable) or higher and not achieving Required Improvement in the low-performing areas will be rated Academically Unacceptable (or Low-performing).
UT	Core Assessment CRT Program	
UT	Core Curriculum Testing (Perf. Assessment)	
UT	Norm-Referenced Testing	Use regression formula to compute expected range based on district/school SES
VA	Literacy Passport Test (LPT)	After fieldtest results were available, standard was set by a committee using a modified Angoff procedure.
VA	Virginia Student Assessment Program (VSAP-NRT)	
VT	New Standards ELA	The New Standards project set the performance standards.
VT	Portfolio Assessment	
WA	Norm Reference	Modified Angoff
WI	WRCT at Grade 3	Test centered, Angoff-type standard setting and subsequent equating.
WI	WSAS Knowledge & Concepts	As a transition, used 90% of state average NCE in each content area.
WV	Norm-Referenced Testing	State Board requires 50% of students are in 3rd and 4th quintile
WV	Writing Assessment	
WY	Wyoming Assessment Program	Levels came from scans report. Then there was a correlation study with ACT workkeys.

Part 3.3.3 Are there any plans to change, review, or validate the performance standards set for this component?

ST	Program Component	Resp	Plans to change, review, or validate
AK	AK Writing Assessment	N	
AK	Norm-Referenced Testing	N	
AL	Alabama Direct Assessment of Writing	N	
AL	Basic Competency Test, Grade 9		
AL	Exit Exam	N	
AL	Math End-of-Course Test	N	
AL	Stanford Achievement Test	N	
AR	Criterion Referenced Test	Y	Replicate original process with new committees
AR	Stanford Achievement Test, Ninth Edition	N	
AZ	NRT - Stanford 9	N	
CA	Assessments in Career Education (ACE)	NA	
CA	Golden State Exams	Y	Ongoing review to establish the validity of exams
CO	Reading and Writing	N	
CT	Academic Performance Test (CAPT)	N	
CT	CT Mastery Test (CMT)	N	
DE	Writing Assessment	N	The writing test will be absorbed into the DSTP and standards will be set on the new test.
FL	FL Writing Assessment Program	N	
FL	High School Competency Test (HSCT)	N	
GA	GA High School Graduation Tests (GHSGT)		
GA	GA Kindergarten Assessment Program (GKAP)		
GA	Norm-Referenced Testing	NA	
GA	Writing Assessments	Y	Piloting new middle grades writing assessment this year to raise the bar for 8th grade students.
HI	Credit by Examination (CbyE)		
HI	Stanford Achievement Test 8th Edition		
HI	Test of Essential Competencies (HSTEC)		
IA	No assessments		
ID	Direct Mathematics Assessment	Y	Refine standards for scoring and change to 5-point scale.
ID	Direct Writing Assessment	Y	Revising standards in 97-98.
ID	Standardized Testing ITBS & TAP		
IL	IL Goal Assessment Program (IGAP)	Y	New Illinois standards
IN	Statewide Assessment	Y	Grade 10 only -- standard setting; bookmarking procedure; and new cut scores established
KS	KS Assessment Program	Y	Confirmation of school and student standards of excellence will set "unsatisfactory" student level.
KY	KIRIS On Demand		

Part 3.3.3 Are there any plans to change, review, or validate the performance standards set for this component?

ST	Program Component	Resp	Plans to change, review, or validate
KY	National Referenced Assessment		
KY	Open Response Questions	N	
KY	Portfolio Assessment		
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Y	In the process of being determined for the new CRT under development.
LA	Kindergarten Develop. Readiness Screen. Prog.		
LA	LA Graduation Exit Examination	Y	In the process of being determined for the new CRT under development
LA	Norm-Referenced Testing		
MA	Iowa Tests of Basic Skills	U	
MA	Iowa Tests of Educational Development	Y	
MA	Massachusetts Comprehensive Assessment System		NA
MD	MD Functional Testing Program	N	
MD	MD School Perf. Assessment Program (MSPAP)	N	
ME	State Tests	Y	For the 1998-99 school year as part of the implementation of Learning Results
MI	Grade 4 and 7 Reading and Mathematics	N	
MI	Grade 5 and 8 Science	N	
MI	MI High School Proficiency Test	Y	change school performance standards only.
MN	Basic Standards	N	
MO	MO Mastery and Achievement Test (MMAT)	N	
MO	Missouri Assessment Program (MAP)	N	
MS	Functional Literacy Examination (FLE)		
MS	Norm-Referenced Testing		
MS	Subject Area Testing Program (SATP)	N	
MT	Student Assessment Requirement	Y	When an aligned instrument is adopted, will address performance standards.
NC	Competency Testing	Y	Performance standards are reviewed periodically by the State Board of Education. Proposed review will evaluate the feasibility of raising standard to grade 10 level.
NC	NC Testing Program	N	
NC	Norm-Referenced Testing	N	
ND	Norm-referenced Testing	Y	2001
NE	No assessment		
NH	NH Ed. Improvement and Assessment Program	N	
NJ	Grade 11 High School Proficiency Test	N	
NJ	Grade 8 Early Warning Test	Y	As we align test to new standards we will have to establish new performance standards.

Part 3.3.3 Are there any plans to change, review, or validate the performance standards set for this component?

ST	Program Component	Resp	Plans to change, review, or validate
NM	New Mexico Achievement Assessment	N	
NM	New Mexico High School Competency Exam	Y	Propose "raising the bar" for passing.
NM	Portfolio Writing Assessment	Y	Need to change rubrics to accommodate new direct writing assessment
NM	Reading Assessment for Grades 1 and 2	N	
NV	High School Proficiency Examination Program	N	Being phased out.
NV	Norm-Referenced Testing	Y	Standards for schools will be developed and validated.
NV	Writing Proficiency Examination-Grade 8	Y	Review by committee of district representatives.
NY	Occupational Education Proficiency Examinations	N	
NY	Preliminary Competency Tests	Y	Will be discontinued
NY	Program Evaluation Tests	N	
NY	Pupil Evaluation Program Tests	Y	New assessments will be referenced against state learning standards.
NY	Regents Competency Tests	Y	This component will be phased out. Performance expectations will be raised.
NY	Regents Examination Programs	Y	New assessments referenced to new learning standards are being developed.
NY	Second Language Proficiency Examinations	N	
OH	Fourth-Grade Proficiency Testing	N	
OH	Ninth-Grade Proficiency Testing	N	
OH	Sixth-Grade Proficiency Testing		
OH	Twelfth-Grade Proficiency Testing	N	
OK	Norm-Referenced Test - Iowa Test of Basic Skills	N	
OK	Oklahoma Core Curriculum Tests (CRTs)	Y	Adding 2 new levels and reviewing current level
OR	Reading, Writing and Mathematics Assessment	Y	State Board will review input from constituent groups; validation data will be obtained from teachers who know the student well.
PA	Reading and Mathematics Assessment	Y	Math and Reading State Advisory Committees are reviewing the assessment items in relation to the proposed academic standards to bring them into alignment.
PA	Writing Assessment	Y	Reviewing in light of the adoption of standards and reporting of scores.
RI	Health Performance Assessment	Y	As a result of grade changes new standards must be set
RI	Mathematics Performance Assessment	Y	Gr. 4 will switch to new standards ref. exam also
RI	Norm-Referenced-MAT, 7		
RI	Writing Performance Assessment	N	
SC	Basic Skills Assessment Program	N	
SD	Norm-referenced	Y	New performance standards are being set for Spring 1998 testing.
TN	TCAP Achievement Test-CRT		
TN	TCAP Achievement Test-NRT		
TN	TCAP Competency Test		

Part 3.3.3 Are there any plans to change, review, or validate the performance standards set for this component?

ST	Program Component	Resp	Plans to change, review, or validate
TN	TCAP Writing Assessment		
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course Test	N	
UT	Core Assessment CRT Program	Y	Plans are under development
UT	Core Curriculum Testing (Perf. Assessment)	N	
UT	Norm-Referenced Testing	N	
VA	Literacy Passport Test (LPT)	N	
VA	Virginia Student Assessment Program (VSAP-NRT)		
VT	New Standards ELA	N	
VT	Portfolio Assessment	N	
WA	Norm Reference	N	
WI	WRCT at Grade 3	Y	Proficiency score standards will be added in Summer 1998 at Advanced, Proficient and Basic levels. Standard already identified at Minimal Performance level will be validated.
WI	WSAS Knowledge & Concepts	Y	A content-based standard at each grade and content area has been set for the 1997-98 testing.
WV	Norm-Referenced Testing	N	
WV	Writing Assessment	N	
WY	Wyoming Assessment Program	N	

Totals by Component	Yes=35 No=45
Totals by State	Yes=25 No=31

Part 3.3.4 How many levels of student performance have been set for this component?

ST	Program Component	Perf Level 1	Perf Level 2	Perf Level 3	Perf Level 4	Perf Level 5
AK	AK Writing Assessment					
AK	Norm-Referenced Testing	Mastery	Partial Mastery	Non-Mastery		
AL	Alabama Direct Assessment of Writing	Level IV	Level III	Level II	Level I	
AL	Basic Competency Test, Grade 9	Pass	Fail			
AL	Exit Exam	Pass	Fail			
AL	Math End-of Course Test	Level IV	Level III	Level II	Level I	
AL	Stanford Achievement Test	Clear	Caution	Alert		
AR	Criterion Referenced Test	Meeting/Exceeding	Approaching	Below		
AR	Stanford Achievement Test, Ninth Edition					
AZ	NRT - Stanford 9					
CA	Assessments in Career Education (ACE)					
CA	Golden State Exams	6	5	4		
CO	Reading and Writing	Advanced	Proficient	Partially Proficient	Unsatisfactory	
CT	CT Academic Performance Test (CAPT)	Statewide Goal	Below goal (3 levels)			
CT	CT Mastery Test (CMT)	Statewide Goal	Below goal (3 levels)			
DE	Writing Assessment					
FL	FL Writing Assessment Program					
FL	High School Competency Test (HSCT)	Pass	Fail			
GA	GA High School Graduation Tests (GHSGT)	Pass	Fail			
GA	GA Kindergarten Assessment Program (GKAP)	C (Consistently)	S (Sometimes)	N (Never)		
GA	Norm-Referenced Testing					
GA	Writing Assessments	Pass (4th); Extending (3rd/5th); Very Good (8th)	Fail (4th); Engaging (3rd/5th); Good (8th)	Experimenting (3rd/5th); Minimal (8th)	Following (3rd/5th); Inadequate (8th)	Developing (3rd/5th)
HI	Credit by Examination (CbyE)	Pass	Fail			
HI	Stanford Achievement Test 8th Edition					

Part 3.3.4 How many levels of student performance have been set for this component?

ST	Program Component	Perf Level 1	Perf Level 2	Perf Level 3	Perf Level 4	Perf Level 5
HI	Test of Essential Competencies (HSTEC)	Pass	Fail			
IA	No assessments					
ID	Direct Mathematics Assessment	Advanced	Proficient	Developing towards Proficiency	Minimal Development	
ID	Direct Writing Assessment	Advanced	Proficient	Developing towards Proficiency	Minimal Development	
ID	Standardized Testing ITBS & TAP					
IL	IL Goal Assessment Program (IGAP)	Level 3	Level 2	Level 1		
IN	Statewide Assessment	Above Standards	Below Standards			
KS	KS Assessment Program	Excellence				
KY	KIRIS On Demand	Distiguished	Proficient	Apprentice	Novice	
KY	National Referenced Assessment					
KY	Open Response Questions	Distinguished	Proficient	Apprentice	Novice	
KY	Portfolio Assessment	Distinguished	Proficient	Apprentice	Novice	
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Standard Attained	Fail			
LA	Kindergarten Develop. Readiness Screen. Prog.					
LA	LA Graduation Exit Examination	Pass	Fail			
LA	Norm-Referenced Testing					
MA	Iowa Tests of Basic Skills	Advanced Reader	Proficient	Basic	Pre-Reader	
MA	Iowa Tests of Educational Development					
MA	Massachusetts Comprehensive Assessment System					
MD	MD Functional Testing Program		Satisfactory			
MD	MD School Perf. Assessment Program (MSPAP)	Excellent	Satisfactory			
ME	State Tests	Distiguished	Advanced	Basic	Novice	
MI	Grade 4 and 7 Reading and Mathematics	Satisfactory	Moderate	Low		
MI	Grade 5 and 8 Science	Proficient	Not Yet Proficient/Novice			

Part 3.3.4 How many levels of student performance have been set for this component?

ST	Program Component	Perf Level 1	Perf Level 2	Perf Level 3	Perf Level 4	Perf Level 5
MI	MI High School Proficiency Test	Proficient	Novice	Not yet novice		
MN	Basic Standards					
MO	MO Mastery and Achievement Test (MMAT)					
MO	Missouri Assessment Program (MAP)	Advanced	Proficient	Nearing Proficiency	Progressing	Step 1
MS	Functional Literacy Examination (FLE)	Maximum Acceptable	Minimum Acceptable	Not Acceptable		
MS	Norm-Referenced Testing					
MS	Subject Area Testing Program (SATP)					
MT	Student Assessment Requirement	Novice	Nearly Proficient	Proficient	Advanced	
NC	Competency Testing	Pass	Fail	Pass	Pass	
NC	NC Testing Program	Level IV	Level 3	Level II	Level I	
NC	Norm-Referenced Testing					
ND	Norm-referenced Testing	Advanced	Proficient	Partially proficient	Novice	
NE	No assessments					
NH	NH Ed. Improvement and Assessment Program	Advanced	Proficient	Basic	Novice	
NJ	Grade 11 High School Proficiency Test	Pass	Not Pass			
NJ	Grade 8 Early Warning Test	Clearly Competent	Minimally Competent	Not Competent		
NM	New Mexico Achievement Assessment					
NM	New Mexico High School Competency Exam	Pass	Fail			
NM	Portfolio Writing Assessment	Holistic	Analytic			
NM	Reading Assessment for Grades 1 and 2	Fluent	Competent	Emergent		
NV	High School Proficiency Examination Program	P/F				
NV	Norm-Referenced Testing	A	I			
NV	Writing Proficiency Examination-Grade 8	A	Inadequate			
NY	Occupational Education Proficiency Examinations	Pass	Fail			

Part 3.3.4 How many levels of student performance have been set for this component?

ST	Program Component	Perf Level 1	Perf Level 2	Perf Level 3	Perf Level 4	Perf Level 5
NY	Preliminary Competency Tests					
NY	Program Evaluation Tests					
NY	Pupil Evaluation Program Tests					
NY	Regents Competency Tests	Meets acceptable stds	Below acceptable stds			
NY	Regents Examination Programs	Pass	Fail			
NY	Second Language Proficiency Examinations	Pass	Fail			
OH	Fourth-Grade Proficiency Testing	Advanced	Proficient	Partially Proficient		
OH	Ninth-Grade Proficiency Testing	Pass	Fail			
OH	Sixth-Grade Proficiency Testing	Advanced	Proficient	Partially Proficient		
OH	Twelfth-Grade Proficiency Testing	Honors	Proficient	Below Proficient		
OK	Norm-Referenced Test - Iowa Test of Basic Skills					
OK	Oklahoma Core Curriculum Tests (CRTs)	Satisfactory				
OR	Reading, Writing and Mathematics Assessment	Exceeds	Meets	Does not yet meet		
PA	Reading and Mathematics Assessment					
PA	Writing Assessment	Minimally Acceptable	Less than Minimally Acceptable			
RI	Health Performance Assessment					
RI	Mathematics Performance Assessment					
RI	Norm-Referenced-MAT, 7					
RI	Writing Performance Assessment	Exemplary	Proficient	Below Proficient	Considerably below proficient	
SC	Basic Skills Assessment Program	Pass	Fail			
SC	Norm-Referenced Testing					
SD	Norm-referenced	Advanced	Proficient	Basic	Below Basic	
TN	TCAP Achievement Test-CRT	Mastery	Partial Mastery	Non-Mastery		
TN	TCAP Achievement Test-NRT					
TN	TCAP Competency Test	Competent				

Part 3.3.4 How many levels of student performance have been set for this component?

ST	Program Component	Perf Level 1	Perf Level 2	Perf Level 3	Perf Level 4	Perf Level 5
TN	TCAP Writing Assessment	6	5	4	3	
TX	TX Assessment of Academic Skills (TAAS) & TX I	Academic Recoginition	Met Minimum Expectations			
UT	Core Assessment CRT Program					
UT	Core Curriculum Testing (Perf. Assessment)	NAEP-like proficiency levels				
UT	Norm-Referenced Testing					
VA	Literacy Passport Test (LPT)	Pass	Fail			
VA	Virginia Student Assessment Program (VSAP-NRT					
VT	New Standards ELA	Achieved with Honors	Achieved	Nearly Achieved	Below Standard	Little or No Evidence
VT	Portfolio Assessment					
WA	Norm Reference	"Performing Like Proficient Student"	"Uncertain"	"Not performing like proficient student"	"Unknown"	
WI	WRCT at Grade 3	"Above the Performance Standard"	"Meeting the Performance Standard"	"Below the Performance Standard"		
WI	WSAS Knowledge & Concepts	Advanced	Proficient	Basic	Minimal performance	
WV	Norm-Referenced Testing					
WV	Writing Assessment					
WY	Wyoming Assessment Program	Exemplary	Mastery	Partially Mastery	Non-Mastery	

Part 3.3.5. What is the lowest or minimum level of acceptable performance?

ST	Program Component	Minimum Level
AK	AK Writing Assessment	3
AK	Norm-Referenced Testing	Non-Mastery.
AL	Alabama Direct Assessment of Writing	
AL	Basic Competency Test, Grade 9	
AL	Exit Exam	
AL	Math End-of-Course Test	
AL	Stanford Achievement Test	
AR	Criterion Referenced Test	
AR	Stanford Achievement Test, Ninth Edition	
AZ	NRT - Stanford 9	
CA	Assessments in Career Education (ACE)	
CA	Golden State Exams	4 is the lowest level reported and recognized
CO	Reading and Writing	
CT	CT Academic Performance Test (CAPT)	NA
CT	CT Mastery Test (CMT)	NA
DE	Writing Assessment	
FL	FL Writing Assessment Program	
FL	High School Competency Test (HSCT)	A minimum score of 700 for passing each subject
GA	GA High School Graduation Tests (GHSGT)	Pass
GA	GA Kindergarten Assessment Program (GKAP)	
GA	Norm-Referenced Testing	
GA	Writing Assessments	Fail (4th); Emerging (3rd/5th); Minimal (8th)
HI	Credit by Examination (CbyE)	
HI	Stanford Achievement Test 8th Edition	
HI	Test of Essential Competencies (HSTEC)	
IA	No assessments	
ID	Direct Mathematics Assessment	3
ID	Direct Writing Assessment	3
ID	Standardized Testing ITBS & TAP	
IL	IL Goal Assessment Program (IGAP)	Level 2
IN	Statewide Assessment	Below standard
KS	KS Assessment Program	Planned
KY	KIRIS On Demand	Profient
KY	National Referenced Assessment	
KY	Open Response Questions	Proficient
KY	Portfolio Assessment	Proficient

Part 3.3.5 What is the lowest or minimum level of acceptable performance?

ST	Program Component	Minimum Level
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Pass
LA	Kindergarten Develop. Readiness Screen. Prog.	
LA	LA Graduation Exit Examination	Pass
LA	Norm-Referenced Testing	
MA	Iowa Tests of Basic Skills	
MA	Iowa Tests of Educational Development	
MA	Massachusetts Comprehensive Assessment System	
MD	MD Functional Testing Program	Sat.
MD	MD School Perf. Assessment Program (MSPAP)	NA at the student level
ME	State Tests	No minimum acceptable level set.
MI	Grade 4 and 7 Reading and Mathematics	
MI	Grade 5 and 8 Science	
MI	MI High School Proficiency Test	
MN	Basic Standards	
MO	MO Mastery and Achievement Test (MMAT)	
MO	Missouri Assessment Program (MAP)	Proficient
MS	Functional Literacy Examination (FLE)	Minimal Acceptable
MS	Norm-Referenced Testing	
MS	Subject Area Testing Program (SATP)	
MT	Student Assessment Requirement	
NC	Competency Testing	Pass
NC	NC Testing Program	Levels III & IV
NC	Norm-Referenced Testing	
ND	Norm-referenced Testing	Proficient
NE	No assessments	
NH	NH Ed. Improvement and Assessment Program	Basic
NJ	Grade 11 High School Proficiency Test	300 is cut-off for all.
NJ	Grade 8 Early Warning Test	
NM	New Mexico Achievement Assessment	
NM	New Mexico High School Competency Exam	
NM	Portfolio Writing Assessment	
NM	Reading Assessment for Grades 1 and 2	
NV	High School Proficiency Examination Program	400
NV	Norm-Referenced Testing	26th% ILE
NV	Writing Proficiency Examination-Grade 8	3 in all four traits
NY	Occupational Education Proficiency Examinations	

Part 3.3.5 What is the lowest or minimum level of acceptable performance?

ST	Program Component	Minimum Level
NY	Preliminary Competency Tests	
NY	Program Evaluation Tests	
NY	Pupil Evaluation Program Tests	
NY	Regents Competency Tests	
NY	Regents Examination Programs	
NY	Second Language Proficiency Examinations	
OH	Fourth-Grade Proficiency Testing	
OH	Ninth-Grade Proficiency Testing	Pass
OH	Sixth-Grade Proficiency Testing	
OH	Twelfth-Grade Proficiency Testing	Proficient
OK	Norm-Referenced Test - Iowa Test of Basic Skills	
OK	Oklahoma Core Curriculum Tests (CRTs)	
OR	Reading, Writing and Mathematics Assessment	
PA	Reading and Mathematics Assessment	
PA	Writing Assessment	7
RI	Health Performance Assessment	Proficient performance
RI	Mathematics Performance Assessment	
RI	Norm-Referenced-MAT, 7	
RI	Writing Performance Assessment	
SC	Basic Skills Assessment Program	Passing
SC	Norm-Referenced Testing	
SD	Norm-referenced	Will not know until 1998.
TN	TCAP Achievement Test-CRT	
TN	TCAP Achievement Test-NRT	
TN	TCAP Competency Test	Passing
TN	TCAP Writing Assessment	4-competent
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	
UT	Core Assessment CRT Program	
UT	Core Curriculum Testing (Perf. Assessment)	
UT	Norm-Referenced Testing	
VA	Literacy Passport Test (LPT)	Pass
VA	Virginia Student Assessment Program (VSAP-NRT)	
VT	New Standards ELA	Achieved
VT	Portfolio Assessment	
WA	Norm Reference	
WI	WRCT at Grade 3	"Above the Performance Standard"

Part 3.3.5 What is the lowest or minimum level of acceptable performance?

ST	Program Component	Minimum Level
WI	WSAS Knowledge & Concepts	Proficient
WV	Norm-Referenced Testing	
WV	Writing Assessment	
WY	Wyoming Assessment Program	Affective and Thinking

Part 3.3.6 How many levels of school performance have been set for this component?

ST	Program Component	Perf Level 1	Perf Level 2	Perf Level 3	Perf Level 4	Perf Level 5
AK	AK Writing Assessment					
AK	Norm-Referenced Testing	Challenge				
AL	Alabama Direct Assessment of Writing	Level III grade 5 22%	Level III grade 7 26%			
AL	Basic Competency Test, Grade 9					
AL	Exit Exam					
AL	Math End-of-Course Test					
AL	Stanford Achievement Test					
AR	Criterion Referenced Test					
AR	Stanford Achievement Test, Ninth Edition					
AZ	NRT - Stanford 9					
CA	Assessments in Career Education (ACE)					
CA	Golden State Exams					
CO	Reading and Writing					
CT	CT Academic Performance Test (CAPT)	State Goal				
CT	CT Mastery Test (CMT)					
DE	Writing Assessment					
FL	FL Writing Assessment Program					
FL	High School Competency Test (HSCT)					
GA	GA High School Graduation Tests (GHSGT)					
GA	GA Kindergarten Assessment Program (GKAP)					
GA	Norm-Referenced Testing					
GA	Writing Assessments					
HI	Credit by Examination (CbyE)					

Part 3.3.6 How many levels of school performance have been set for this component?

ST	Program Component	Perf Level 1	Perf Level 2	Perf Level 3	Perf Level 4	Perf Level 5
HI	Stanford Achievement Test 8th Edition					
HI	Test of Essential Competencies (HSTEC)					
IA	No assessments					
ID	Direct Mathematics Assessment	Advanced	Proficient	Developing towards Proficiency	Minimal Development	
ID	Direct Writing Assessment	Advanced	Proficient	Developing towards Proficiency	Minimal Development	
ID	Standardized Testing ITBS & TAP					
IL	IL Goal Assessment Program (IGAP)	Level 3	Level 2	Level 1		
IN	Statewide Assessment					
KS	KS Assessment Program					
KY	KIRIS On Demand					
KY	National Referenced Assessment					
KY	Open Response Questions					
KY	Portfolio Assessment					
LA	Grade 3, 5, and 7 Criterion-Referenced Test					
LA	Kindergarten Develop. Readiness Screen. Prog.					
LA	LA Graduation Exit Examination					
LA	Norm-Referenced Testing					
MA	Iowa Tests of Basic Skills					
MA	Iowa Tests of Educational Development					
MA	Massachusetts Comprehensive Assessment System					
MD	MD Functional Testing Program	Excellent	Satisfactory			
MD	MD School Perf. Assessment Program (MSPAP)	Excellent	Satisfactory			
ME	State Tests					

Part 3.3.6 How many levels of school performance have been set for this component?

ST	Program Component	Perf Level 1	Perf Level 2	Perf Level 3	Perf Level 4	Perf Level 5
MI	Grade 4 and 7 Reading and Mathematics	Summary Accredited	Interim Accredited	Unaccredited	No Status	Incomplete
MI	Grade 5 and 8 Science	Summary Accredited	Interim Accredited	Unaccredited	No Status	Incomplete
MI	MI High School Proficiency Test	Summary Accredited	Interim Accredited	Unaccredited	No Status	Incomplete
MN	Basic Standards					
MO	MO Mastery and Achievement Test (MMAT)					
MO	Missouri Assessment Program (MAP)					
MS	Functional Literacy Examination (FLE)					
MS	Norm-Referenced Testing					
MS	Subject Area Testing Program (SATP)	Probation	Warned	Successful	Advanced	Excellent
MT	Student Assessment Requirement					
NC	Competency Testing					
NC	NC Testing Program					
NC	Norm-Referenced Testing					
ND	Norm-referenced Testing	Novice	Partially Proficient			
NE	No assessments					
NH	NH Ed. Improvement and Assessment Program					
NJ	Grade 11 High School Proficiency Test	85% of students must pass all parts of test.				
NJ	Grade 8 Early Warning Test	75% of students must pass the test.				
NM	New Mexico Achievement Assessment					

Part 3.3.6 How many levels of school performance have been set for this component?

ST	Program Component	Perf Level 1	Perf Level 2	Perf Level 3	Perf Level 4	Perf Level 5
NM	New Mexico High School Competency Exam					
NM	Portfolio Writing Assessment					
NM	Reading Assessment for Grades 1 and 2					
NV	High School Proficiency Examination Program					
NV	Norm-Referenced Testing					
NV	Writing Proficiency Examination-Grade 8					
NY	Occupational Education Proficiency Examinations					
NY	Preliminary Competency Tests					
NY	Program Evaluation Tests					
NY	Pupil Evaluation Program Tests					
NY	Regents Competency Tests					
NY	Regents Examination Programs					
NY	Second Language Proficiency Examinations					
OH	Fourth-Grade Proficiency Testing					
OH	Ninth-Grade Proficiency Testing					
OH	Sixth-Grade Proficiency Testing					
OH	Twelfth-Grade Proficiency Testing					
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Low Performing	High Challenge			
OK	Oklahoma Core Curriculum Tests (CRTs)					
OR	Reading, Writing and Mathematics Assessment					
PA	Reading and Writing Assessment					
PA	Writing Assessment					
RI	Health Performance Assessment	Exemplary	Proficient	Below Proficient	Considerably below Proficient	
RI	Mathematics Performance Assessment	Exemplary	Proficient	Below Proficient	Considerably below Proficient	
RI	Norm-Referenced-MAT, 7					

Part 3.3.6 How many levels of school performance have been set for this component?

ST	Program Component	Perf Level 1	Perf Level 2	Perf Level 3	Perf Level 4	Perf Level 5
RI	Writing Performance Assessment	Exemplary	Proficient	Below Proficient	Considerably below Proficient	
SC	Basic Skills Assessment Program					
SC	Norm-Referenced Testing					
SD	Norm-referenced	4-Advanced	3-Proficient	2-Basic	1-Below Basic	
TN	TCAP Achievement Test-CRT					
TN	TCAP Achievement Test-NRT					
TN	TCAP Competency Test					
TN	TCAP Writing Assessment					
TX	TX Assessment of Academic Skills (TAAS) & TX End					
UT	Core Assessment CRT Program					
UT	Core Curriculum Testing (Perf. Assessment)					
UT	Norm-Referenced Testing					
VA	Literacy Passport Test (LPT)					
VA	Virginia Student Assessment Program (VSAP-NRT)					
VT	New Standards ELA					
VT	Portfolio Assessment					
WA	Norm Reference					
WI	WRCT at Grade 3					
WI	WSAS Knowledge & Concepts	Advanced/Proficient				
WV	Norm-Referenced Testing					
WV	Writing Assessment					
WY	Wyoming Assessment Program					

Part 3.3.7 **What is the lowest or minimum level of acceptable performance? What percentage of schools are at or above this level?**

ST	Program Component	Minimum Level	Percentage
AK	AK Writing Assessment	Unknown	
AK	Norm-Referenced Testing	61% of students at a school at a non-mastery level	
AL	Alabama Direct Assessment of Writing		
AL	Basic Competency Test, Grade 9		
AL	Exit Exam		
AL	Math End-of-Course Test		
AL	Stanford Achievement Test		
AR	Criterion Referenced Test	NA	
AR	Stanford Achievement Test, Ninth Edition	NA	
AZ	NRT - Stanford 9		
CA	Assessments in Career Education (ACE)	NA	
CA	Golden State Exams	NA	
CO	Reading and Writing		
CT	CT Academic Performance Test (CAPT)	NA	
CT	CT Mastery Test (CMT)	NA	
DE	Writing Assessment	NA	
FL	FL Writing Assessment Program		
FL	High School Competency Test (HSCT)	NA	
GA	GA High School Graduation Tests (GHSGT)		
GA	GA Kindergarten Assessment Program (GKAP)	NA	
GA	Norm-Referenced Testing	NA	
GA	Writing Assessments	NA	
HI	Credit by Examination (CbyE)		
HI	Stanford Achievement Test 8th Edition		
HI	Test of Essential Competencies (HSTEC)		
IA	No assessments		
ID	Direct Mathematics Assessment	Proficient	
ID	Direct Writing Assessment	3	
ID	Standardized Testing ITBS & TAP		
IL	IL Goal Assessment Program (IGAP)	Level 2	
IN	Statewide Assessment	N/A	
KS	KS Assessment Program	NA	
KY	KIRIS On Demand		
KY	National Referenced Assessment		
KY	Open Response Questions		

Part 3.3.7 **What is the lowest or minimum level of acceptable performance? What percentage of schools are at or above this level?**

ST	Program Component	Minimum Level	Percentage
KY	Portfolio Assessment		
LA	Grade 3, 5, and 7 Criterion-Referenced Test	NA	
LA	Kindergarten Develop. Readiness Screen. Prog.		
LA	LA Graduation Exit Examination	NA	
LA	Norm-Referenced Testing		
MA	Iowa Tests of Basic Skills	NA	
MA	Iowa Tests of Educational Development	NA	
MA	Massachusetts Comprehensive Assessment System		
MD	MD Functional Testing Program		
MD	MD School Perf. Assessment Program (MSPAP)	NA	
ME	State Tests	No minimum score has been set.	
MI	Grade 4 and 7 Reading and Mathematics	NA	
MI	Grade 5 and 8 Science	NA	
MI	MI High School Proficiency Test	NA	
MN	Basic Standards	NA	
MO	MO Mastery and Achievement Test (MMAT)		
MO	Missouri Assessment Program (MAP)		
MS	Functional Literacy Examination (FLE)		
MS	Norm-Referenced Testing		
MS	Subject Area Testing Program (SATP)	Successful	
MT	Student Assessment Requirement		
NC	Competency Testing	50% of students must achieve levels III and IV	89.7
NC	NC Testing Program		
NC	Norm-Referenced Testing	NA	
ND	Norm-referenced Testing	Proficient	
NE	No assessments		
NH	NH Ed. Improvement and Assessment Program	NA	
NJ	Grade 11 High School Proficiency Test		
NJ	Grade 8 Early Warning Test		
NM	New Mexico Achievement Assessment	NA	
NM	New Mexico High School Competency Exam	NA	
NM	Portfolio Writing Assessment	NA	
NM	Reading Assessment for Grades 1 and 2	NA	

Part 3.3.7 What is the lowest or minimum level of acceptable performance? What percentage of schools are at or above this level?

ST	Program Component	Minimum Level	Percentage
NV	High School Proficiency Examination Program	NA	
NV	Norm-Referenced Testing	NA	
NV	Writing Proficiency Examination-Grade 8	NA	
NY	Occupational Education Proficiency Examinations		
NY	Preliminary Competency Tests		
NY	Program Evaluation Tests		
NY	Pupil Evaluation Program Tests		
NY	Regents Competency Tests		
NY	Regents Examination Programs		
NY	Second Language Proficiency Examinations		
OH	Fourth-Grade Proficiency Testing	NA	
OH	Ninth-Grade Proficiency Testing	NA	
OH	Sixth-Grade Proficiency Testing	NA	
OH	Twelfth-Grade Proficiency Testing	NA	
OK	Norm-Referenced Test - Iowa Test of Basic Skills		2.5
OK	Oklahoma Core Curriculum Tests (CRTs)	NA	
OR	Reading, Writing and Mathematics Assessment	NA	
PA	Reading and Mathematics Assessment		
PA	Writing Assessment		
RI	Health Performance Assessment	Proficient	0.0
RI	Mathematics Performance Assessment	Proficient	0.0
RI	Norm-Referenced-MAT, 7		
RI	Writing Performance Assessment		
SC	Basic Skills Assessment Program		
SC	Norm-Referenced Testing		
SD	Norm-referenced		
TN	TCAP Achievement Test-CRT	NA	
TN	TCAP Achievement Test-NRT		
TN	TCAP Competency Test	NA	
TN	TCAP Writing Assessment	NA	
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course test	Districts 99.3%; Schools 99%	
UT	Core Assessment CRT Program		
UT	Core Curriculum Testing (Perf. Assessment)	NA	
UT	Norm-Referenced Testing	NA	
VA	Literacy Passport Test (LPT)		

Part 3.3.7 **What is the lowest or minimum level of acceptable performance? What percentage of schools are at or above this level?**

ST	Program Component	Minimum Level	Percentage
VA	Virginia Student Assessment Program (VSAP-NRT)		
VT	New Standards ELA	NA	
VT	Portfolio Assessment	NA	
WA	Norm Reference		
WI	WRCT at Grade 3		18.0
WI	WSAS Knowledge & Concepts		6.7
WV	Norm-Referenced Testing	NA	
WV	Writing Assessment		
WY	Wyoming Assessment Program		

Part 3.4.1A Were students with an IEP allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria					Local Criteria				
ST	Program Component	Resp	T/SD	TSEP	AGC	CREP	Other	T/SD	TSEP	AGC	CREP	Other
AK	AK Writing Assessment	Yes						Y				
AK	Norm-Referenced Testing	Yes						Y				
AL	Alabama Direct Assessment of Writing	Yes						Y		Y		
AL	Basic Competency Test, Grade 9	Yes										
AL	Exit Exam	No										
AL	Math End-of-Course Test	Yes										
AL	Stanford Achievement Test	Yes									Y	Y
AR	Criterion Referenced Test	Yes										
AR	Stanford Achievement Test, Ninth Edition	Yes	Y	Y								Y
AZ	NRT - Stanford 9	Yes	Y									
CA	Assessments in Career Education (ACE)	NA										
CA	Golden State Exams	NA										
CO	Reading and Writing	Yes			Y					Y		
CT	CT Academic Performance Test (CAPT)	Yes						Y		Y	Y	
CT	CT Mastery Test (CMT)	Yes						Y		Y	Y	
DE	Writing Assessment	Yes	Y									
FL	FL Writing Assessment Program	Yes	Y									
FL	High School Competency Test (HSCT)	Yes	Y									
GA	GA High School Graduation Tests (GHSGT)	No										
GA	GA Kindergarten Assessment Program (GKAP)	Yes										
GA	Norm-Referenced Testing	Yes						Y				
GA	Writing Assessments	Yes	Y					Y	Y	Y	Y	
HI	Credit by Examination (CbyE)	MR										
HI	Stanford Achievement Test 8th Edition	Yes	Y	Y								

T/SD = Type or severity of disability
TSEP = Time spent in special education settings or programs
AGC = Alignment of instructional goals and test content
CREP = Coursework completed in regular education settings or programs

Part 3.4.1A Were students with an IEP allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria					Local Criteria				
ST	Program Component	Resp	T/SD	TSEP	AGC	CREP	Other	T/SD	TSEP	AGC	CREP	Other
HI	Test of Essential Competencies (HSTEC)	No										
IA	No assessments											
ID	Direct Mathematics Assessment	Yes	Y	Y		Y						
ID	Direct Writing Assessment	Yes	Y	Y		Y						
ID	Standardized Testing ITBS & TAP	Yes	Y	Y		Y						
IL	IL Goal Assessment Program (IGAP)	Yes	Y									
IN	Statewide Assessment	Yes						Y	Y		Y	
KS	KS Assessment Program	Yes						Y	Y		Y	
KY	KIRIS On Demand	No										
KY	National Referenced Assessment	No										
KY	Open Response Questions	Yes	Y									
KY	Portfolio Assessment	No										
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes		Y								
LA	Kindergarten Develop. Readiness Screen. Prog.	No										
LA	LA Graduation Exit Examination	Yes		Y								
LA	Norm-Referenced Testing	Yes	Y									
MA	Iowa Tests of Basic Skills	Yes										
MA	Iowa Tests of Educational Development	Yes										
MA	Massachusetts Comprehensive Assessment System	Yes	Y									
MD	MD Functional Testing Program	Yes										
MD	MD School Perf. Assessment Program (MSPAP)	Yes		Y								
ME	State Tests	Yes	Y	Y								
MI	Grade 4 and 7 Reading and Mathematics	Yes										

T/SD = Type or severity of disability
TSEP = Time spent in special education settings or programs
AGC = Alignment of instructional goals and test content
CREP = Coursework completed in regular education settings or programs

Part 3.4.1A **Were students with an IEP allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.**

			State Criteria					Local Criteria				
ST	**Program Component**	**Resp**	**T/SD**	**TSEP**	**AGC**	**CREP**	**Other**	**T/SD**	**TSEP**	**AGC**	**CREP**	**Other**
MI	Grade 5 and 8 Science	Yes										
MI	MI High School Proficiency Test	Yes										
MN	Basic Standards	Yes						Y		Y		
MO	MO Mastery and Achievement Test (MMAT)	Yes										
MO	Missouri Assessment Program (MAP)	Yes										
MS	Functional Literacy Examination (FLE)	No										
MS	Norm-Referenced Testing	Yes	Y									
MS	Subject Area Testing Program (SATP)	No										
MT	Student Assessment Requirement	Yes	Y		Y			Y		Y		Y
NC	Competency Testing	Yes	Y			Y						
NC	NC Testing Program	Yes	Y		Y							
NC	Norm-Referenced Testing	Yes	Y		Y							
ND	Norm-referenced Testing	Yes	Y	Y		Y			Y			
NE	No assessments											
NH	NH Ed. Improvement and Assessment Program	Yes					Y					
NJ	Grade 11 High School Proficiency Test	Yes						Y	Y	Y		Y
NJ	Grade 8 Early Warning Test	Yes						Y	Y	Y		
NM	New Mexico Achievement Assessment	Yes						Y	Y		Y	
NM	New Mexico High School Competency Exam	Yes						Y	Y		Y	
NM	Portfolio Writing Assessment	Yes						Y	Y		Y	
NM	Reading Assessment for Grades 1 and 2	Yes						Y	Y	Y	Y	
NV	High School Proficiency Examination Program	Yes										Y
NV	Norm-Referenced Testing	Yes										Y

T/SD = Type or severity of disability
TSEP = Time spent in special education settings or programs
AGC = Alignment of instructional goals and test content
CREP = Coursework completed in regular education settings or programs

Part 3.4.1A Were students with an IEP allowed an exemption from assessments in.this component? If "Yes," indicate the exemption critieria.

			State Criteria					Local Criteria				
ST	Program Component	Resp	T/SD	TSEP	AGC	CREP	Other	T/SD	TSEP	AGC	CREP	Other
NV	Writing Proficiency Examination-Grade 8	Yes						Y				
NY	Occupational Education Proficiency Examinations	No										
NY	Preliminary Competency Tests	Yes						Y				
NY	Program Evaluation Tests	Yes						Y				
NY	Pupil Evaluation Program Tests	Yes						Y				
NY	Regents Competency Tests	Yes						Y				
NY	Regents Examination Programs	No										
NY	Second Language Proficiency Examinations	MR										
OH	Fourth-Grade Proficiency Testing	Yes						Y			Y	
OH	Ninth-Grade Proficiency Testing	Yes						Y		Y		
OH	Sixth-Grade Proficiency Testing	Yes						Y		Y		
OH	Twelfth-Grade Proficiency Testing	Yes						Y		Y		
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Yes	Y		Y							
OK	Oklahoma Core Curriculum Tests (CRTs)	Yes						Y		Y		
OR	Reading, Writing and Mathematics Assessment	Yes	Y		Y							
PA	Reading and Mathematics Assessment	Yes	Y					Y				
PA	Writing Assessment	Yes	Y									
RI	Health Performance Assessment	Yes						Y	Y	Y		
RI	Mathematics Performance Assessment	No										
RI	Norm-Referenced-MAT, 7	Yes		Y								
RI	Writing Performance Assessment	No										
SC	Basic Skills Assessment Program	Yes						Y				
SC	Norm-Referenced Testing	Yes						Y				
SD	Norm-referenced	Yes										

T/SD = Type or severity of disability
TSEP = Time spent in special education settings or programs
AGC = Alignment of instructional goals and test content
CREP = Coursework completed in regular education settings or programs

Part 3.4.1A Were students with an IEP allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria					Local Criteria				
ST	Program Component	Resp	T/SD	TSEP	AGC	CREP	Other	T/SD	TSEP	AGC	CREP	Other
TN	TCAP Achievement Test-CRT	Yes						Y	Y			
TN	TCAP Achievement Test-NRT	Yes						Y	Y			
TN	TCAP Competency Test	Yes						Y	Y			
TN	TCAP Writing Assessment	Yes						Y	Y			
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tes	Yes								Y		
UT	Core Assessment CRT Program	MR										
UT	Core Curriculum Testing (Perf. Assessment)	MR										
UT	Norm-Referenced Testing	Yes		Y	Y							
VA	Literacy Passport Test (LPT)	Yes							Y	Y		
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes								Y	Y	
VT	New Standards ELA	Yes	Y	Y	Y							
VT	Portfolio Assessment	No										
WA	Norm Reference	Yes						Y	Y		Y	
WI	WRCT at Grade 3	Yes										Y
WI	WSAS Knowledge & Concepts	Yes										Y
WV	Norm-Referenced Testing	Yes	Y	Y		Y						
WV	Writing Assessment	Yes										
WY	Wyoming Assessment Program	Yes					Y					
	Totals by Component	Yes=90 No=15	23	13	7	6	2	34	17	18	13	8
	Totals by State	Yes=47 No=9	21	11	7	4	2	19	10	13	9	6

T/SD = Type or severity of disability
TSEP = Time spent in special education settings or programs
AGC = Alignment of instructional goals and test content
CREP = Coursework completed in regular education settings or programs

Part 3.4.1B Who makes the decision about exemption for students with disabilities?

ST	Program Component	IEP Comm.	Parent	Other
AK	AK Writing Assessment	Y	Y	
AK	Norm-Referenced Testing	Y	Y	
AL	Alabama Direct Assessment of Writing	Y		
AL	Basic Competency Test, Grade 9	Y		
AL	Exit Exam			
AL	Math End-of-Course Test	Y		
AL	Stanford Achievement Test	Y		
AR	Criterion Referenced Test	Y		Indication in IEP
AR	Stanford Achievement Test, Ninth Edition	Y		
AZ	NRT - Stanford 9	Y		
CA	Assessments in Career Education (ACE)			
CA	Golden State Exams			
CO	Reading and Writing			School teams responsible for instruction.
CT	CT Academic Performance Test (CAPT)	Y		
CT	CT Mastery Test (CMT)	Y		
DE	Writing Assessment	Y		
FL	FL Writing Assessment Program			
FL	High School Competency Test (HSCT)			
GA	GA High School Graduation Tests (GHSGT)			
GA	GA Kindergarten Assessment Program (GKAP)	Y		
GA	Norm-Referenced Testing	Y		
GA	Writing Assessments			
HI	Credit by Examination (CbyE)			
HI	Stanford Achievement Test 8th Edition			
HI	Test of Essential Competencies (HSTEC)			
IA	No assessments			
ID	Direct Mathematics Assessment			
ID	Direct Writing Assessment			
ID	Standardized Testing ITBS & TAP			
IL	IL Goal Assessment Program (IGAP)	Y		
IN	Statewide Assessment			
KS	KS Assessment Program	Y	Y	
KY	KIRIS On Demand			
KY	National Referenced Assessment			
KY	Open Response Questions	Y		
KY	Portfolio Assessment			

Part 3.4.1B Who makes the decision about exemption for students with disabilities?

ST	Program Component	IEP Comm.	Parent	Other
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Y		
LA	Kindergarten Develop. Readiness Screen. Prog.			
LA	LA Graduation Exit Examination	Y		
LA	Norm-Referenced Testing	Y		
MA	Iowa Tests of Basic Skills			
MA	Iowa Tests of Educational Development	Y		
MA	Massachusetts Comprehensive Assessment System	Y		
MD	MD Functional Testing Program			
MD	MD School Perf. Assessment Program (MSPAP)	Y		
ME	State Tests	Y	Y	The intent is to include not exclude any students
MI	Grade 4 and 7 Reading and Mathematics		Y	
MI	Grade 5 and 8 Science		Y	
MI	MI High School Proficiency Test		Y	
MN	Basic Standards	Y		
MO	MO Mastery and Achievement Test (MMAT)	Y		
MO	Missouri Assessment Program (MAP)	Y		
MS	Functional Literacy Examination (FLE)			
MS	Norm-Referenced Testing			
MS	Subject Area Testing Program (SATP)			
MT	Student Assessment Requirement	Y		
NC	Competency Testing	Y		
NC	NC Testing Program	Y		
NC	Norm-Referenced Testing	Y		
ND	Norm-referenced Testing			
NE	No assessments			
NH	NH Ed. Improvement and Assessment Program	Y		
NJ	Grade 11 High School Proficiency Test	Y		
NJ	Grade 8 Early Warning Test	Y		
NM	New Mexico Achievement Assessment	Y		
NM	New Mexico High School Competency Exam	Y		
NM	Portfolio Writing Assessment	Y		
NM	Reading Assessment for Grades 1 and 2	Y		
NV	High School Proficiency Examination Program	Y		
NV	Norm-Referenced Testing	Y		
NV	Writing Proficiency Examination-Grade 8	Y		
NY	Occupational Education Proficiency Examinations			

Part 3.4.1B Who makes the decision about exemption for students with disabilities?

ST	Program Component	IEP Comm.	Parent	Other
NY	Preliminary Competency Tests	Y		
NY	Program Evaluation Tests	Y		
NY	Pupil Evaluation Program Tests	Y		
NY	Regents Competency Tests	Y		
NY	Regents Examination Programs			
NY	Second Language Proficiency Examinations			
OH	Fourth-Grade Proficiency Testing	Y		
OH	Ninth-Grade Proficiency Testing	Y		
OH	Sixth-Grade Proficiency Testing	Y		
OH	Twelfth-Grade Proficiency Testing	Y		
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Y		
OK	Oklahoma Core Curriculum Tests (CRTs)	Y		
OR	Reading, Writing and Mathematics Assessment	Y		
PA	Reading and Mathematics Assessment	Y	Y	
PA	Writing Assessment			
RI	Health Performance Assessment	Y	Y	
RI	Mathematics Performance Assessment			
RI	Norm-Referenced-MAT, 7			
RI	Writing Performance Assessment			
SC	Basic Skills Assessment Program	Y		
SC	Norm-Referenced Testing	Y		
SD	Norm-referenced	Y		
TN	TCAP Achievement Test-CRT	Y	Y	
TN	TCAP Achievement Test-NRT	Y	Y	
TN	TCAP Competency Test	Y	Y	
TN	TCAP Writing Assessment	Y	Y	
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Y		
UT	Core Assessment CRT Program			
UT	Core Curriculum Testing (Perf. Assessment)			
UT	Norm-Referenced Testing	Y		
VA	Literacy Passport Test (LPT)	Y		
VA	Virginia Student Assessment Program (VSAP-NRT)	Y		
VT	New Standards ELA	Y		
VT	Portfolio Assessment			
WA	Norm Reference	Y		
WI	WRCT at Grade 3	Y		
WI	WSAS Knowledge & Concepts	Y		

Part 3.4.1B Who makes the decision about exemption for students with disabilities?

ST	Program Component	IEP Comm.	Parent	Other
WV	Norm-Referenced Testing	Y		
WV	Writing Assessment	Y		
WY	Wyoming Assessment Program	Y		
	Totals by Component	64	13	3
	Totals by State	39	7	3

Part 3.4.2A Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Response	ORQ	BrE	MgE	LPE	ORD	SD	AD	ReD	InD	VFT	SSB	Oth
AK	AK Writing Assessment	No												
AK	Norm-Referenced Testing	Yes		Y	Y	Y								
AL	Alabama Direct Assessment of Writing	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
AL	Basic Competency Test, Grade 9	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
AL	Exit Exam	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
AL	Math End-of-Course Test	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
AL	Stanford Achievement Test	Yes			Y	Y	Y	Y				Y		
AR	Criterion Referenced Test	Yes		Y	Y	Y	Y							
AR	Stanford Achievement Test, Ninth Edition	Yes	Y	Y	Y	Y	Y	Y		Y				
AZ	NRT - Stanford 9	No												
CA	Assessments in Career Education (ACE)	NA												
CA	Golden State Exams	NA												
CO	Reading and Writing	Yes		Y	Y	Y	Y	Y	Y					
CT	CT Academic Performance Test (CAPT)	Yes	Y	Y	Y	Y	Y	Y		Y				
CT	CT Mastery Test (CMT)	Yes	Y	Y	Y	Y	Y	Y		Y				

ORQ = Oral reading of questions
BrE = Braille editions
MgE = Use of magnifying equipment
LPE = Large-print editions
ORD = Oral reading of directions
SD = Signing of directions
AD = Audiotaped directions
ReD = Repeating of directions
InD = Interpretation of directions
VFT = Visual field template
SSB = Short segment testing booklet
Oth = Other

Part 3.4.2A Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Response	ORQ	BrE	MgE	LPE	ORD	SD	AD	ReD	InD	VFT	SSB	Oth
DE	Writing Assessment	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
FL	FL Writing Assessment Program	Yes	Y	Y	Y	Y	Y	Y						
FL	High School Competency Test (HSCT)	Yes	Y	Y	Y	Y	Y	Y						
GA	GA High School Graduation Tests (GHSGT)	Yes	Y	Y	Y	Y	Y							
GA	GA Kindergarten Assessment Program (GKAP)	Yes						Y		Y				
GA	Norm-Referenced Testing	Yes	Y	Y	Y	Y	Y	Y		Y				
GA	Writing Assessments	Yes	Y	Y	Y	Y	Y							
HI	Credit by Examination (CbyE)	MR												
HI	Stanford Achievement Test 8th Edition	Yes	Y	Y		Y	Y	Y		Y	Y			
HI	Test of Essential Competencies (HSTEC)	Yes		Y		Y								Y
IA	No assessments													
ID	Direct Mathematics Assessment	Yes	Y		Y	Y	Y							
ID	Direct Writing Assessment	Yes	Y		Y	Y	Y	Y						
ID	Standardized Testing ITBS & TAP	Yes	Y	Y	Y	Y	Y							Y
IL	IL Goal Assessment Program (IGAP)	Yes	Y	Y	Y	Y	Y	Y		Y	Y			

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Oth = Other

Part 3.4.2A Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Response	ORQ	BrE	MgE	LPE	ORD	SD	AD	ReD	InD	VFT	SSB	Oth
IN	Statewide Assessment	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
KS	KS Assessment Program	Yes	Y	Y	Y	Y	Y	Y		Y	Y			Y
KY	KIRIS On Demand	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
KY	National Referenced Assessment	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
KY	Open Response Questions	Yes	Y	Y	Y	Y	Y							
KY	Portfolio Assessment	Yes												Y
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes	Y	Y	Y	Y	Y	Y		Y				
LA	Kindergarten Develop. Readiness Screen. Prog.	No												
LA	LA Graduation Exit Examination	Yes	Y	Y	Y	Y	Y	Y		Y				
LA	Norm-Referenced Testing	Yes	Y	Y	Y	Y	Y	Y		Y				
MA	Iowa Tests of Basic Skills	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y
MA	Iowa Tests of Educational Development	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y
MA	Massachusetts Comprehensive Assessment Syster	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y
MD	MD Functional Testing Program	Yes	Y	Y		Y	Y	Y		Y				
MD	MD School Perf. Assessment Program (MSPAP)	Yes	Y			Y	Y	Y		Y				

ORQ = Oral reading of questions
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VFT = Visual field template
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Oth = Other

Part 3.4.2A Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Response	ORQ	BrE	MgE	LPE	ORD	SD	AD	ReD	InD	VFT	SSB	Oth
ME	State Tests	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
MI	Grade 4 and 7 Reading and Mathematics	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	
MI	Grade 5 and 8 Science	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y			
MI	MI High School Proficiency Test	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y			
MN	Basic Standards	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
MO	MO Mastery and Achievement Test (MMAT)	Yes	Y	Y		Y	Y							
MO	Missouri Assessment Program (MAP)	Yes	Y	Y	Y	Y	Y	Y	Y	Y		Y		
MS	Functional Literacy Examination (FLE)	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
MS	Norm-Referenced Testing	Yes												Y
MS	Subject Area Testing Program (SATP)	Yes	Y	Y		Y	Y	Y						
MT	Student Assessment Requirement	Yes												Y
NC	Competency Testing	Yes	Y	Y	Y	Y	Y	Y		Y				
NC	NC Testing Program	Yes	Y	Y	Y	Y	Y	Y		Y				
NC	Norm-Referenced Testing	No												
ND	Norm-referenced Testing	Yes	Y	Y	Y	Y	Y	Y		Y	Y			Y

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InD = Interpretation of directions
VFT = Visual field template
SSB = Short segment testing booklet
Oth = Other

Part 3.4.2A **Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *presentation format* accommodations were allowed?**

ST	Program Component	Response	ORQ	BrE	MgE	LPE	ORD	SD	AD	ReD	InD	VFT	SSB	Oth
NE	No assessments													
NH	NH Ed. Improvement and Assessment Program	Yes	Y	Y	Y	Y	Y	Y		Y	Y	Y		
NJ	Grade 11 High School Proficiency Test	Yes		Y		Y								
NJ	Grade 8 Early Warning Test	Yes		Y		Y								
NM	New Mexico Achievement Assessment	Yes												Y
NM	New Mexico High School Competency Exam	Yes												Y
NM	Portfolio Writing Assessment	Yes												Y
NM	Reading Assessment for Grades 1 and 2	Yes												Y
NV	High School Proficiency Examination Program	Yes	Y	Y	Y	Y	Y	Y				Y		
NV	Norm-Referenced Testing	Yes		Y	Y	Y		Y				Y		
NV	Writing Proficiency Examination-Grade 8	Yes					Y				Y			
NY	Occupational Education Proficiency Examination	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
NY	Preliminary Competency Tests	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
NY	Program Evaluation Tests	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
NY	Pupil Evaluation Program Tests	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
NY	Regents Competency Tests	Yes	Y	Y	Y	Y	Y	Y		Y	Y			

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Oth = Other

Part 3.4.2A Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Response	ORQ	BrE	MgE	LPE	ORD	SD	AD	ReD	InD	VFT	SSB	Oth
NY	Regents Examination Programs	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
NY	Second Language Proficiency Examinations	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
OH	Fourth-Grade Proficiency Testing	Yes												Y
OH	Ninth-Grade Proficiency Testing	Yes												Y
OH	Sixth-Grade Proficiency Testing	Yes												Y
OH	Twelfth-Grade Proficiency Testing	Yes												Y
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Yes		Y		Y								
OK	Oklahoma Core Curriculum Tests (CRTs)	Yes	Y	Y	Y	Y	Y	Y	Y	Y				
OR	Reading, Writing and Mathematics Assessment	Yes	Y	Y	Y	Y	Y	Y		Y	Y	Y		
PA	Reading and Mathematics Assessment	Yes	Y	Y	Y	Y	Y	Y		Y	Y			
PA	Writing Assessment	Yes	Y		Y		Y	Y		Y	Y			
RI	Health Performance Assessment	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y			
RI	Mathematics Performance Assessment	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y			
RI	Norm-Referenced-MAT, 7	No												
RI	Writing Performance Assessment	Yes	Y	Y	Y	Y	Y			Y				

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ReD = Repeating of directions

InD = Interpretation of directions
VFT = Visual field template
SSB = Short segment testing booklet
Oth = Other

Part 3.4.2A Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Response	ORQ	BrE	MgE	LPE	ORD	SD	AD	ReD	InD	VFT	SSB	Oth
SC	Basic Skills Assessment Program	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	
SC	Norm-Referenced Testing	Yes			Y	Y					Y			
SD	Norm-referenced	Yes		Y	Y									
TN	TCAP Achievement Test-CRT	Yes		Y	Y	Y		Y						
TN	TCAP Achievement Test-NRT	Yes		Y	Y	Y	Y	Y		Y				
TN	TCAP Competency Test	Yes	Y	Y	Y	Y	Y	Y		Y				
TN	TCAP Writing Assessment	Yes	Y		Y	Y	Y	Y		Y				
TX	TX Assessment of Academic Skills (TAAS) & T	Yes	Y	Y	Y	Y	Y	Y		Y	Y	Y		
UT	Core Assessment CRT Program	MR												
UT	Core Curriculum Testing (Perf. Assessment)	MR												
UT	Norm-Referenced Testing	Yes				Y								
VA	Literacy Passport Test (LPT)	Yes	Y	Y	Y	Y	Y	Y	Y	Y		Y		Y
VA	Virginia Student Assessment Program (VSAP-N	Yes	Y	Y	Y	Y	Y	Y		Y	Y	Y		
VT	New Standards ELA	Yes			Y	Y	Y	Y	Y	Y	Y	Y	Y	
VT	Portfolio Assessment	Yes												Y

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ReD = Repeating of directions

InD = Interpretation of directions
VFT = Visual field template
SSB = Short segment testing booklet
Oth = Other

Part 3.4.2A Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Response	ORQ	BrE	MgE	LPE	ORD	SD	AD	ReD	InD	VFT	SSB	Oth
WA	Norm Reference	Yes		Y	Y	Y	Y			Y				
WI	WRCT at Grade 3	Yes		Y	Y	Y	Y	Y		Y				Y
WI	WSAS Knowledge & Concepts	Yes	Y	Y	Y	Y	Y	Y		Y				Y
WV	Norm-Referenced Testing	Yes	Y	Y		Y	Y			Y				
WV	Writing Assessment	No												
WY	Wyoming Assessment Program	Yes					Y			Y	Y			
	Totals by Component	Yes=90 No=6	64	71	68	76	73	64	18	59	40	7	5	22
	Totals by State	Yes=46 No=6	35	40	37	41	39	36	12	35	24	12	5	14

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LPE = Large-print editions

ORD = Oral reading of directions
SD = Signing of directions
AD = Audiotaped directions
ReD = Repeating of directions

InD = Interpretation of directions
VFT = Visual field template
SSB = Short segment testing booklet
Oth = Other

Part 3.4.2B Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *response format* accommodations were allowed?

ST	Program Component	Resp	MRB	TRA	PtR	SL	T/C	BW	Scr	AA	Oth
AK	AK Writing Assessment	No									
AK	Norm-Referenced Testing	Yes									
AL	Alabama Direct Assessment of Writing	Yes		Y			Y				
AL	Basic Competency Test, Grade 9	Yes	Y	Y	Y	Y	Y		Y		
AL	Exit Exam	Yes	Y	Y	Y	Y	Y		Y		
AL	Math End-of-Course Test	Yes	Y	Y	Y	Y	Y		Y		
AL	Stanford Achievement Test	Yes									
AR	Criterion Referenced Test	Yes	Y				Y	Y	Y		
AR	Stanford Achievement Test, Ninth Edition	Yes	Y		Y	Y			Y		
AZ	NRT - Stanford 9	No									
CA	Assessments in Career Education (ACE)	NA									
CA	Golden State Exams	NA									
CO	Reading and Writing	Yes	Y		Y	Y		Y	Y		
CT	CT Academic Performance Test (CAPT)	Yes	Y			Y	Y	Y	Y		
CT	CT Mastery Test (CMT)	Yes	Y		Y	Y	Y	Y	Y		
DE	Writing Assessment	Yes		Y		Y	Y				
FL	FL Writing Assessment Program	Yes				Y	Y		Y		
FL	High School Competency Test (HSCT)	Yes				Y	Y		Y		
GA	GA High School Graduation Tests (GHSGT)	Yes	Y	Y	Y		Y		Y		
GA	GA Kindergarten Assessment Program (GKAP)	Yes			Y	Y				Y	
GA	Norm-Referenced Testing	Yes	Y			Y					
GA	Writing Assessments	Yes					Y	Y			
HI	Credit by Examination (CbyE)	MR									
HI	Stanford Achievement Test 8th Edition	Yes			Y				Y		
HI	Test of Essential Competencies (HSTEC)	Yes	Y	Y	Y	Y	Y		Y		
IA	No assessments										

MRB = Mark responses in book
TRA = Use template for recording answers
PtR = Point to response
SL = Sign language
T/C = Use typewriter/computer
BW = Use of Braille writer
Scr = Use of scribe
AA = Answers recorded on audiotape
Oth = Other

Part 3.4.2B Were any testing accommodations allowed for students with disabilities in this component?
If "Yes," what kind of *response format* accommodations were allowed?

ST	Program Component	Resp	MRB	TRA	PtR	SL	T/C	BW	Scr	AA	Oth
ID	Direct Mathematics Assessment	Yes					Y		Y		
ID	Direct Writing Assessment	Yes					Y		Y		
ID	Standardized Testing ITBS & TAP	Yes			Y				Y		
IL	IL Goal Assessment Program (IGAP)	Yes	Y			Y	Y		Y		
IN	Statewide Assessment	Yes	Y	Y	Y	Y	Y		Y		
KS	KS Assessment Program	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
KY	KIRIS On Demand	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
KY	National Referenced Assessment	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
KY	Open Response Questions	Yes					Y		Y		
KY	Portfolio Assessment	Yes									Y
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes	Y		Y	Y	Y		Y		Y
LA	Kindergarten Develop. Readiness Screen. Prog.	No									
LA	LA Graduation Exit Examination	Yes	Y		Y	Y	Y		Y		
LA	Norm-Referenced Testing	Yes	Y		Y	Y	Y		Y		
MA	Iowa Tests of Basic Skills	Yes	Y	Y		Y	Y		Y	Y	
MA	Iowa Tests of Educational Development	Yes	Y	Y		Y	Y		Y	Y	
MA	Massachusetts Comprehensive Assessment System	Yes	Y	Y		Y	Y		Y	Y	
MD	MD Functional Testing Program	Yes	Y		Y		Y		Y		
MD	MD School Perf. Assessment Program (MSPAP)	Yes			Y		Y		Y		
ME	State Tests	Yes			Y	Y	Y	Y	Y	Y	
MI	Grade 4 and 7 Reading and Mathematics	Yes	Y		Y	Y	Y	Y	Y	Y	
MI	Grade 5 and 8 Science	Yes	Y		Y	Y	Y	Y	Y	Y	
MI	MI High School Proficiency Test	Yes	Y		Y	Y	Y	Y	Y	Y	
MN	Basic Standards	Yes	Y	Y	Y	Y	Y	Y	Y	Y	
MO	MO Mastery and Achievement Test (MMAT)	Yes									
MO	Missouri Assessment Program (MAP)	Yes			Y	Y	Y	Y		Y	

MRB = Mark responses in book
TRA = Use template for recording answers
PtR = Point to response
SL = Sign language
T/C = Use typewriter/computer
BW = Use of Braille writer
Scr = Use of scribe
AA = Answers recorded on audiotape
Oth = Other

Part 3.4.2B Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *response format* accommodations were allowed?

ST	Program Component	Resp	MRB	TRA	PtR	SL	T/C	BW	Scr	AA	Oth
MS	Functional Literacy Examination (FLE)	Yes	Y		Y		Y		Y		
MS	Norm-Referenced Testing	Yes									Y
MS	Subject Area Testing Program (SATP)	Yes					Y	Y	Y		
MT	Student Assessment Requirement	Yes									Y
NC	Competency Testing	Yes	Y		Y	Y	Y		Y		
NC	NC Testing Program	Yes	Y		Y	Y	Y		Y		
NC	Norm-Referenced Testing	No									
ND	Norm-referenced Testing	Yes	Y	Y	Y	Y	Y		Y		Y
NE	No assessments										
NH	NH Ed. Improvement and Assessment Program	Yes	Y	Y		Y	Y		Y		
NJ	Grade 11 High School Proficiency Test	Yes			Y	Y	Y		Y		
NJ	Grade 8 Early Warning Test	Yes			Y	Y	Y		Y		
NM	New Mexico Achievement Assessment	Yes									Y
NM	New Mexico High School Competency Exam	Yes									Y
NM	Portfolio Writing Assessment	Yes									Y
NM	Reading Assessment for Grades 1 and 2	Yes									Y
NV	High School Proficiency Examination Program	Yes	Y		Y	Y	Y	Y	Y		
NV	Norm-Referenced Testing	Yes	Y				Y				
NV	Writing Proficiency Examination-Grade 8	Yes					Y	Y	Y		
NY	Occupational Education Proficiency Examinations	Yes	Y	Y	Y	Y	Y		Y		
NY	Preliminary Competency Tests	Yes	Y	Y	Y	Y	Y		Y		
NY	Program Evaluation Tests	Yes	Y	Y	Y	Y	Y		Y		
NY	Pupil Evaluation Program Tests	Yes	Y	Y	Y	Y	Y		Y		
NY	Regents Competency Tests	Yes	Y	Y	Y	Y	Y		Y		
NY	Regents Examination Programs	Yes	Y	Y	Y	Y	Y		Y		
NY	Second Language Proficiency Examinations	Yes	Y	Y	Y	Y	Y		Y		
OH	Fourth-Grade Proficiency Testing	Yes									Y

MRB = Mark responses in book
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BW = Use of Braille writer
Scr = Use of scribe
AA = Answers recorded on audiotape
Oth = Other

Part 3.4.2B Were any testing accommodations allowed for students with disabilities in this component?
If "Yes," what kind of *response format* accommodations were allowed?

ST	Program Component	Resp	MRB	TRA	PtR	SL	T/C	BW	Scr	AA	Oth
OH	Ninth-Grade Proficiency Testing	Yes									Y
OH	Sixth-Grade Proficiency Testing	Yes									Y
OH	Twelfth-Grade Proficiency Testing	Yes									Y
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Yes	Y				Y				
OK	Oklahoma Core Curriculum Tests (CRTs)	Yes	Y		Y	Y	Y	Y	Y		
OR	Reading, Writing and Mathematics Assessment	Yes	Y	Y	Y	Y	Y	Y	Y		
PA	Reading and Mathematics Assessment	Yes	Y	Y	Y	Y	Y		Y		
PA	Writing Assessment	Yes				Y	Y		Y		
RI	Health Performance Assessment	Yes				Y	Y	Y	Y	Y	
RI	Mathematics Performance Assessment	Yes					Y	Y	Y		
RI	Norm-Referenced-MAT, 7	No									
RI	Writing Performance Assessment	Yes					Y				
SC	Basic Skills Assessment Program	Yes	Y	Y	Y	Y	Y		Y		
SC	Norm-Referenced Testing	Yes	Y						Y		
SD	Norm-referenced	Yes									
TN	TCAP Achievement Test-CRT	Yes		Y	Y	Y			Y		
TN	TCAP Achievement Test-NRT	Yes		Y	Y	Y			Y		
TN	TCAP Competency Test	Yes	Y	Y	Y	Y			Y		
TN	TCAP Writing Assessment	Yes					Y				
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes	Y		Y		Y	Y	Y	Y	
UT	Core Assessment CRT Program	MR									
UT	Core Curriculum Testing (Perf. Assessment)	MR									
UT	Norm-Referenced Testing	Yes									
VA	Literacy Passport Test (LPT)	Yes	Y	Y	Y		Y		Y		
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes	Y				Y	Y			
VT	New Standards ELA	Yes	Y		Y	Y	Y	Y	Y	Y	

MRB = Mark responses in book
TRA = Use template for recording answers
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Scr = Use of scribe
AA = Answers recorded on audiotape
Oth = Other

Part 3.4.2B Were any testing accommodations allowed for students with disabilities in this component?
If "Yes," what kind of *response format* accommodations were allowed?

ST	Program Component	Resp	MRB	TRA	PtR	SL	T/C	BW	Scr	AA	Oth
VT	Portfolio Assessment	Yes									Y
WA	Norm Reference	Yes	Y		Y	Y			Y		
WI	WRCT at Grade 3	Yes	Y		Y		Y		Y		
WI	WSAS Knowledge & Concepts	Yes			Y		Y		Y		
WV	Norm-Referenced Testing	Yes									
WV	Writing Assessment	No									
WY	Wyoming Assessment Program	Yes		Y			Y				
	Totals by Component	Yes=90 No=6	51	32	53	53	68	24	68	16	13
	Totals by State	Yes=46 No=6	31	18	32	32	37	18	36	11	8

MRB = Mark responses in book
TRA = Use template for recording answers
PtR = Point to response

SL = Sign language
T/C = Use typewriter/computer
BW = Use of Braille writer

Scr = Use of scribe
AA = Answers recorded on audiotape
Oth = Other

Part 3.4.2C Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Resp	ASC	IA	SGr	HAS	SEC	SR	Oth
AK	AK Writing Assessment	No							
AK	Norm-Referenced Testing	Yes	Y		Y		Y		
AL	Alabama Direct Assessment of Writing	Yes	Y		Y	Y	Y		
AL	Basic Competency Test, Grade 9	Yes	Y		Y	Y	Y		
AL	Exit Exam	Yes	Y		Y	Y	Y		
AL	Math End-of-Course Test	Yes	Y		Y	Y			
AL	Stanford Achievement Test	Yes	Y	Y	Y	Y	Y	Y	
AR	Criterion Referenced Test	Yes	Y	Y	Y		Y	Y	
AR	Stanford Achievement Test, Ninth Edition	Yes	Y		Y		Y		
AZ	NRT - Stanford 9	No							
CA	Assessments in Career Education (ACE)	NA							
CA	Golden State Exams	NA							
CO	Reading and Writing	Yes	Y	Y	Y			Y	
CT	CT Academic Performance Test (CAPT)	Yes	Y	Y	Y		Y	Y	
CT	CT Mastery Test (CMT)	Yes	Y	Y	Y		Y	Y	
DE	Writing Assessment	Yes	Y		Y				
FL	FL Writing Assessment Program	Yes	Y		Y		Y		
FL	High School Competency Test (HSCT)	Yes	Y		Y		Y		
GA	GA High School Graduation Tests (GHSGT)	Yes	Y		Y		Y		
GA	GA Kindergarten Assessment Program (GKAP)	Yes	Y	Y	Y		Y		
GA	Norm-Referenced Testing	Yes	Y		Y		Y		
GA	Writing Assessments	Yes	Y	Y	Y		Y	Y	
HI	Credit by Examination (CbyE)	MR							
HI	Stanford Achievement Test 8th Edition	Yes	Y		Y		Y		
HI	Test of Essential Competencies (HSTEC)	Yes	Y		Y		Y		Y
IA	No assessments								
ID	Direct Mathematics Assessment	Yes	Y		Y		Y		
ID	Direct Writing Assessment	Yes	Y		Y		Y		
ID	Standardized Testing ITBS & TAP	Yes	Y		Y		Y		

ASC = Alone, in study carrel
IA = Individual administration
SGr = With small groups
HAS = At home, with appropriate supervision
SEC = In special education class
SR = Separate room
Oth = Other

Part 3.4.2C Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Resp	ASC	IA	SGr	HAS	SEC	SR	Oth
IL	IL Goal Assessment Program (IGAP)	Yes	Y		Y		Y		
IN	Statewide Assessment	Yes	Y		Y		Y		
KS	KS Assessment Program	Yes	Y		Y		Y	Y	Y
KY	KIRIS On Demand	Yes	Y	Y	Y	Y	Y	Y	
KY	National Referenced Assessment	Yes	Y	Y	Y	Y	Y	Y	
KY	Open Response Questions	Yes					Y		
KY	Portfolio Assessment	Yes							Y
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes		Y	Y	Y	Y	Y	
LA	Kindergarten Develop. Readiness Screen. Prog.	No							
LA	LA Graduation Exit Examination	Yes		Y	Y	Y	Y	Y	
LA	Norm-Referenced Testing	Yes		Y	Y	Y	Y	Y	
MA	Iowa Tests of Basic Skills	Yes	Y	Y	Y		Y	Y	
MA	Iowa Tests of Educational Development	Yes	Y	Y	Y		Y	Y	
MA	Massachusetts Comprehensive Assessment System	Yes	Y	Y	Y		Y	Y	
MD	MD Functional Testing Program	Yes	Y		Y	Y			
MD	MD School Perf. Assessment Program (MSPAP)	Yes	Y		Y				
ME	State Tests	Yes	Y	Y	Y	Y	Y	Y	
MI	Grade 4 and 7 Reading and Mathematics	Yes	Y	Y		Y	Y	Y	
MI	Grade 5 and 8 Science	Yes	Y	Y		Y	Y	Y	
MI	MI High School Proficiency Test	Yes	Y	Y		Y	Y	Y	
MN	Basic Standards	Yes	Y	Y	Y		Y	Y	
MO	MO Mastery and Achievement Test (MMAT)	Yes	Y		Y				
MO	Missouri Assessment Program (MAP)	Yes	Y	Y	Y				
MS	Functional Literacy Examination (FLE)	Yes			Y	Y			
MS	Norm-Referenced Testing	Yes							Y
MS	Subject Area Testing Program (SATP)	Yes	Y	Y	Y	Y	Y	Y	
MT	Student Assessment Requirement	Yes							Y
NC	Competency Testing	Yes	Y		Y	Y	Y	Y	
NC	NC Testing Program	Yes	Y	Y	Y	Y	Y	Y	

ASC = Alone, in study carrel	HAS = At home, with appropriate supervision	Oth = Other
IA = Individual administration	SEC = In special education class	
SGr = With small groups	SR = Separate room	

Part 3.4.2C Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Resp	ASC	IA	SGr	HAS	SEC	SR	Oth
NC	Norm-Referenced Testing	No							
ND	Norm-referenced Testing	Yes	Y		Y	Y	Y		Y
NE	No assessments								
NH	NH Ed. Improvement and Assessment Program	Yes	Y	Y	Y	Y	Y	Y	
NJ	Grade 11 High School Proficiency Test	Yes	Y		Y	Y	Y		
NJ	Grade 8 Early Warning Test	Yes	Y		Y	Y	Y		
NM	New Mexico Achievement Assessment	Yes							Y
NM	New Mexico High School Competency Exam	Yes							Y
NM	Portfolio Writing Assessment	Yes							Y
NM	Reading Assessment for Grades 1 and 2	Yes							Y
NV	High School Proficiency Examination Program	Yes	Y	Y	Y		Y	Y	
NV	Norm-Referenced Testing	Yes	Y	Y	Y		Y		
NV	Writing Proficiency Examination-Grade 8	Yes	Y	Y	Y		Y	Y	
NY	Occupational Education Proficiency Examinations	Yes	Y		Y	Y	Y		
NY	Preliminary Competency Tests	Yes	Y		Y	Y	Y		
NY	Program Evaluation Tests	Yes	Y		Y	Y	Y		
NY	Pupil Evaluation Program Tests	Yes	Y		Y	Y	Y		
NY	Regents Competency Tests	Yes	Y		Y	Y	Y		
NY	Regents Examination Programs	Yes	Y		Y	Y	Y		
NY	Second Language Proficiency Examinations	Yes	Y		Y	Y	Y		
OH	Fourth-Grade Proficiency Testing	Yes							Y
OH	Ninth-Grade Proficiency Testing	Yes							Y
OH	Sixth-Grade Proficiency Testing	Yes							Y
OH	Twelfth-Grade Proficiency Testing	Yes							Y
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Yes	Y	Y					
OK	Oklahoma Core Curriculum Tests (CRTs)	Yes	Y	Y	Y			Y	
OR	Reading, Writing and Mathematics Assessment	Yes	Y	Y	Y		Y	Y	
PA	Reading and Mathematics Assessment	Yes	Y		Y	Y	Y		
PA	Writing Assessment	Yes	Y		Y	Y	Y		
RI	Health Performance Assessment	Yes	Y	Y	Y	Y	Y	Y	

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SR = Separate room
Oth = Other

Part 3.4.2C Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Resp	ASC	IA	SGr	HAS	SEC	SR	Oth
RI	Mathematics Performance Assessment	Yes	Y	Y	Y		Y	Y	
RI	Norm-Referenced-MAT, 7	No							
RI	Writing Performance Assessment	Yes	Y		Y				
SC	Basic Skills Assessment Program	Yes	Y	Y	Y		Y		
SC	Norm-Referenced Testing	Yes	Y	Y	Y		Y	Y	
SD	Norm-referenced	Yes							
TN	TCAP Achievement Test-CRT	Yes	Y		Y		Y		
TN	TCAP Achievement Test-NRT	Yes	Y		Y		Y		
TN	TCAP Competency Test	Yes	Y		Y		Y		
TN	TCAP Writing Assessment	Yes	Y		Y		Y		
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes	Y	Y	Y	Y	Y	Y	
UT	Core Assessment CRT Program	MR							
UT	Core Curriculum Testing (Perf. Assessment)	MR							
UT	Norm-Referenced Testing	Yes							
VA	Literacy Passport Test (LPT)	Yes	Y		Y	Y	Y	Y	
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes	Y	Y	Y	Y	Y	Y	
VT	New Standards ELA	Yes	Y	Y	Y		Y	Y	
VT	Portfolio Assessment	Yes							Y
WA	Norm Reference	Yes	Y		Y		Y		
WI	WRCT at Grade 3	Yes	Y		Y	Y	Y		Y
WI	WSAS Knowledge & Concepts	Yes	Y		Y	Y	Y		Y
WV	Norm-Referenced Testing	Yes	Y				Y		
WV	Writing Assessment	No							
WY	Wyoming Assessment Program	Yes	Y		Y				
	Totals by Component	Yes=90 No=6	75	35	74	38	68	34	13
	Totals by State	Yes=46 No=6	40	23	39	17	35	23	10

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SR = Separate room
Oth = Other

Part 3.4.2D Were any testing accommodations allowed for students with disabilities in this component?
If "Yes," what kind of *timing or scheduling* accommodations were allowed?

ST	Program Component	Resp	ExT	MBr	MD	AT	Oth
AK	AK Writing Assessment	No					
AK	Norm-Referenced Testing	Yes		Y	Y		
AL	Alabama Direct Assessment of Writing	Yes	Y	Y			
AL	Basic Competency Test, Grade 9	Yes	Y	Y	Y		
AL	Exit Exam	Yes	Y	Y	Y		
AL	Math End-of-Course Test	Yes	Y	Y	Y		
AL	Stanford Achievement Test	Yes		Y	Y	Y	
AR	Criterion Referenced Test	Yes	Y	Y		Y	
AR	Stanford Achievement Test, Ninth Edition	Yes		Y	Y		
AZ	NRT - Stanford 9	No					
CA	Assessments in Career Education (ACE)	NA					
CA	Golden State Exams	NA					
CO	Reading and Writing	Yes	Y	Y	Y		
CT	CT Academic Performance Test (CAPT)	Yes	Y	Y			
CT	CT Mastery Test (CMT)	Yes	Y	Y			
DE	Writing Assessment	Yes	Y				
FL	FL Writing Assessment Program	Yes	Y	Y			
FL	High School Competency Test (HSCT)	Yes	Y	Y			
GA	GA High School Graduation Tests (GHSGT)	Yes	Y	Y			
GA	GA Kindergarten Assessment Program (GKAP)	Yes	Y	Y	Y	Y	
GA	Norm-Referenced Testing	Yes	Y	Y	Y		
GA	Writing Assessments	Yes	Y	Y		Y	
HI	Credit by Examination (CbyE)	MR					
HI	Stanford Achievement Test 8th Edition	Yes	Y		Y		
HI	Test of Essential Competencies (HSTEC)	Yes	Y	Y	Y		Y
IA	No assessments						
ID	Direct Mathematics Assessment	Yes	Y				
ID	Direct Writing Assessment	Yes	Y				
ID	Standardized Testing ITBS & TAP	Yes	Y	Y	Y		
IL	IL Goal Assessment Program (IGAP)	Yes	Y	Y	Y		
IN	Statewide Assessment	Yes	Y	Y	Y		

ExT = Extra testing time (same day)
MBr = More breaks

ExS = Extending sessions over multiple days
At = Altered time of day
Oth = Other

Part 3.4.2D Were any testing accommodations allowed for students with disabilities in this component?
If "Yes," what kind of *timing or scheduling* accommodations were allowed?

ST	Program Component	Resp	ExT	MBr	MD	AT	Oth
KS	KS Assessment Program	Yes	Y	Y	Y		Y
KY	KIRIS On Demand	Yes	Y	Y		Y	
KY	National Referenced Assessment	Yes	Y	Y		Y	
KY	Open Response Questions	Yes	Y	Y			
KY	Portfolio Assessment	Yes					Y
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes	Y	Y			
LA	Kindergarten Develop. Readiness Screen. Prog.	No					
LA	LA Graduation Exit Examination	Yes	Y	Y			
LA	Norm-Referenced Testing	Yes	Y	Y			
MA	Iowa Tests of Basic Skills	Yes	Y	Y	Y	Y	
MA	Iowa Tests of Educational Development	Yes	Y	Y	Y	Y	
MA	Massachusetts Comprehensive Assessment System	Yes	Y	Y	Y	Y	
MD	MD Functional Testing Program	Yes	Y	Y	Y		
MD	MD School Perf. Assessment Program (MSPAP)	Yes	Y	Y	Y		
ME	State Tests	Yes	Y	Y	Y	Y	
MI	Grade 4 and 7 Reading and Mathematics	Yes	Y	Y	Y	Y	
MI	Grade 5 and 8 Science	Yes	Y	Y	Y	Y	
MI	MI High School Proficiency Test	Yes	Y	Y	Y	Y	
MN	Basic Standards	Yes	Y	Y		Y	
MO	MO Mastery and Achievement Test (MMAT)	Yes	Y		Y		
MO	Missouri Assessment Program (MAP)	Yes	Y	Y	Y		
MS	Functional Literacy Examination (FLE)	Yes	Y	Y			
MS	Norm-Referenced Testing	Yes					Y
MS	Subject Area Testing Program (SATP)	Yes	Y	Y		Y	
MT	Student Assessment Requirement	Yes					Y
NC	Competency Testing	Yes	Y	Y	Y	Y	
NC	NC Testing Program	Yes	Y	Y	Y	Y	
NC	Norm-Referenced Testing	No					
ND	Norm-referenced Testing	Yes	Y	Y	Y		Y
NE	No assessments						
NH	NH Ed. Improvement and Assessment Program	Yes	Y	Y	Y	Y	

ExT = Extra testing time (same day)
MBr = More breaks
ExS = Extending sessions over multiple days
At = Altered time of day
Oth = Other

Part 3.4.2D Were any testing accommodations allowed for students with disabilities in this component?
If "Yes," what kind of *timing or scheduling* accommodations were allowed?

ST	Program Component	Resp	ExT	MBr	MD	AT	Oth
NJ	Grade 11 High School Proficiency Test	Yes	Y	Y	Y		
NJ	Grade 8 Early Warning Test	Yes	Y	Y	Y		
NM	New Mexico Achievement Assessment	Yes					Y
NM	New Mexico High School Competency Exam	Yes					Y
NM	Portfolio Writing Assessment	Yes					Y
NM	Reading Assessment for Grades 1 and 2	Yes					Y
NV	High School Proficiency Examination Program	Yes	Y	Y		Y	
NV	Norm-Referenced Testing	Yes				Y	
NV	Writing Proficiency Examination-Grade 8	Yes	Y			Y	
NY	Occupational Education Proficiency Examinations	Yes	Y	Y	Y		
NY	Preliminary Competency Tests	Yes	Y	Y	Y		
NY	Program Evaluation Tests	Yes	Y	Y	Y		
NY	Pupil Evaluation Program Tests	Yes	Y	Y	Y		
NY	Regents Competency Tests	Yes	Y	Y	Y		
NY	Regents Examination Programs	Yes	Y	Y	Y		
NY	Second Language Proficiency Examinations	Yes	Y	Y	Y		
OH	Fourth-Grade Proficiency Testing	Yes	Y	Y			Y
OH	Ninth-Grade Proficiency Testing	Yes	Y	Y			Y
OH	Sixth-Grade Proficiency Testing	Yes	Y	Y			Y
OH	Twelfth-Grade Proficiency Testing	Yes	Y	Y			Y
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Yes					
OK	Oklahoma Core Curriculum Tests (CRTs)	Yes	Y	Y	Y	Y	
OR	Reading, Writing and Mathematics Assessment	Yes	Y	Y	Y	Y	
PA	Reading and Mathematics Assessment	Yes	Y	Y	Y		
PA	Writing Assessment	Yes	Y	Y	Y		
RI	Health Performance Assessment	Yes	Y	Y	Y	Y	
RI	Mathematics Performance Assessment	Yes	Y	Y	Y	Y	
RI	Norm-Referenced-MAT, 7	No					
RI	Writing Performance Assessment	Yes	Y	Y	Y		
SC	Basic Skills Assessment Program	Yes	Y	Y			
SC	Norm-Referenced Testing	Yes	Y				
SD	Norm-referenced	Yes					

ExT = Extra testing time (same day)
MBr = More breaks
ExS = Extending sessions over multiple days
At = Altered time of day
Oth = Other

Part 3.4.2D Were any testing accommodations allowed for students with disabilities in this component? If "Yes," what kind of *timing or scheduling* accommodations were allowed?

ST	Program Component	Resp	ExT	MBr	MD	AT	Oth
TN	TCAP Achievement Test-CRT	Yes		Y	Y		
TN	TCAP Achievement Test-NRT	Yes		Y	Y		
TN	TCAP Competency Test	Yes	Y	Y	Y		
TN	TCAP Writing Assessment	Yes					
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course te	Yes	Y	Y	Y	Y	
UT	Core Assessment CRT Program	MR					
UT	Core Curriculum Testing (Perf. Assessment)	MR					
UT	Norm-Referenced Testing	Yes					
VA	Literacy Passport Test (LPT)	Yes	Y		Y	Y	
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes		Y	Y	Y	
VT	New Standards ELA	Yes	Y	Y		Y	
VT	Portfolio Assessment	Yes					Y
WA	Norm Reference	Yes					
WI	WRCT at Grade 3	Yes	Y	Y	Y		
WI	WSAS Knowledge & Concepts	Yes	Y	Y	Y		
WV	Norm-Referenced Testing	Yes	Y	Y	Y		
WV	Writing Assessment	No					
WY	Wyoming Assessment Program	Yes	Y	Y			

Totals by Component	Yes=90 No=6	75	74	53	29	14
Totals by State	Yes=46 No=6	40	40	29	18	9

ExT = Extra testing time (same day)
MBr = More breaks

ExS = Extending sessions over multiple days
At = Altered time of day
Oth = Other

Part 3.4.2E Were any testing accommodations allowed for students with an IEP in this component?
If "Yes," what kind of *other* accommodations were allowed?

ST	Program Component	Resp	OLT	WLD	SC	Oth
AK	AK Writing Assessment	No				
AK	Norm-Referenced Testing	Yes	Y			
AL	Alabama Direct Assessment of Writing	Yes				
AL	Basic Competency Test, Grade 9	Yes				
AL	Exit Exam	Yes				
AL	Math End-of-Course Test	Yes				
AL	Stanford Achievement Test	Yes				
AR	Criterion Referenced Test	Yes				
AR	Stanford Achievement Test, Ninth Edition	Yes				
AZ	NRT - Stanford 9	No				
CA	Assessments in Career Education (ACE)	NA				
CA	Golden State Exams	NA				
CO	Reading and Writing	Yes				
CT	CT Academic Performance Test (CAPT)	Yes				
CT	CT Mastery Test (CMT)	Yes	Y			
DE	Writing Assessment	Yes				
FL	FL Writing Assessment Program	Yes				
FL	High School Competency Test (HSCT)	Yes				
GA	GA High School Graduation Tests (GHSGT)	Yes				
GA	GA Kindergarten Assessment Program (GKAP)	Yes				
GA	Norm-Referenced Testing	Yes	Y			
GA	Writing Assessments	Yes				
HI	Credit by Examination (CbyE)	MR				
HI	Stanford Achievement Test 8th Edition	Yes				
HI	Test of Essential Competencies (HSTEC)	Yes				
IA	No assessments					
ID	Direct Mathematics Assessment	Yes				
ID	Direct Writing Assessment	Yes				
ID	Standardized Testing ITBS & TAP	Yes				
IL	IL Goal Assessment Program (IGAP)	Yes				
IN	Statewide Assessment	Yes				

OLT = Out-of-level testing
WLD = Use of word lists/dictionaries
SC = Use of spell checkers
Oth = Other

Part 3.4.2E Were any testing accommodations allowed for students with an IEP in this component? If "Yes," what kind of *other* accommodations were allowed?

ST	Program Component	Resp	OLT	WLD	SC	Oth
KS	KS Assessment Program	Yes		Y	Y	
KY	KIRIS On Demand	Yes		Y	Y	
KY	National Referenced Assessment	Yes		Y	Y	
KY	Open Response Questions	Yes				
KY	Portfolio Assessment	Yes				Y
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes				
LA	Kindergarten Develop. Readiness Screen. Prog.	No				
LA	LA Graduation Exit Examination	Yes				
LA	Norm-Referenced Testing	Yes				
MA	Iowa Tests of Basic Skills	Yes				
MA	Iowa Tests of Educational Development	Yes				
MA	Massachusetts Comprehensive Assessment System	Yes				
MD	MD Functional Testing Program	Yes				
MD	MD School Perf. Assessment Program (MSPAP)	Yes				
ME	State Tests	Yes	Y	Y	Y	
MI	Grade 4 and 7 Reading and Mathematics	Yes		Y	Y	
MI	Grade 5 and 8 Science	Yes		Y		
MI	MI High School Proficiency Test	Yes		Y		
MN	Basic Standards	Yes				
MO	MO Mastery and Achievement Test (MMAT)	Yes				
MO	Missouri Assessment Program (MAP)	Yes	Y	Y	Y	
MS	Functional Literacy Examination (FLE)	Yes				
MS	Norm-Referenced Testing	Yes				Y
MS	Subject Area Testing Program (SATP)	Yes				
MT	Student Assessment Requirement	Yes				Y
NC	Competency Testing	Yes		Y		
NC	NC Testing Program	Yes		Y		
NC	Norm-Referenced Testing	No				
ND	Norm-referenced Testing	Yes	Y	Y		Y
NE	No assessments					
NH	NH Ed. Improvement and Assessment Program	Yes				

OLT = Out-of-level testing
WLD = Use of word lists/dictionaries
SC = Use of spell checkers
Oth = Other

Part 3.4.2E Were any testing accommodations allowed for students with an IEP in this component? If "Yes," what kind of *other* accommodations were allowed?

ST	Program Component	Resp	OLT	WLD	SC	Oth
NJ	Grade 11 High School Proficiency Test	Yes				
NJ	Grade 8 Early Warning Test	Yes				
NM	New Mexico Achievement Assessment	Yes				Y
NM	New Mexico High School Competency Exam	Yes				Y
NM	Portfolio Writing Assessment	Yes				Y
NM	Reading Assessment for Grades 1 and 2	Yes				Y
NV	High School Proficiency Examination Program	Yes				
NV	Norm-Referenced Testing	Yes				
NV	Writing Proficiency Examination-Grade 8	Yes				
NY	Occupational Education Proficiency Examinations	Yes	Y	Y		
NY	Preliminary Competency Tests	Yes				
NY	Program Evaluation Tests	Yes				
NY	Pupil Evaluation Program Tests	Yes				
NY	Regents Competency Tests	Yes		Y		
NY	Regents Examination Programs	Yes	Y	Y		
NY	Second Language Proficiency Examinations	Yes	Y			
OH	Fourth-Grade Proficiency Testing	Yes		Y		
OH	Ninth-Grade Proficiency Testing	Yes		Y		Y
OH	Sixth-Grade Proficiency Testing	Yes		Y		Y
OH	Twelfth-Grade Proficiency Testing	Yes		Y		Y
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Yes				
OK	Oklahoma Core Curriculum Tests (CRTs)	Yes				
OR	Reading, Writing and Mathematics Assessment	Yes		Y	Y	
PA	Reading and Mathematics Assessment	Yes				
PA	Writing Assessment	Yes		Y		
RI	Health Performance Assessment	Yes				
RI	Mathematics Performance Assessment	Yes				
RI	Norm-Referenced-MAT, 7	No				
RI	Writing Performance Assessment	Yes				
SC	Basic Skills Assessment Program	Yes		Y		
SC	Norm-Referenced Testing	Yes				
SD	Norm-referenced	Yes				
TN	TCAP Achievement Test-CRT	Yes				
TN	TCAP Achievement Test-NRT	Yes				

OLT = Out-of-level testing
WLD = Use of word lists/dictionaries
SC = Use of spell checkers
Oth = Other

Part 3.4.2E **Were any testing accommodations allowed for students with an IEP in this component?**
If "Yes," what kind of *other* accommodations were allowed?

ST	Program Component	Resp	OLT	WLD	SC	Oth
TN	TCAP Competency Test	Yes				
TN	TCAP Writing Assessment	Yes				
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tes	Yes				
UT	Core Assessment CRT Program	MR				
UT	Core Curriculum Testing (Perf. Assessment)	MR				
UT	Norm-Referenced Testing	Yes				
VA	Literacy Passport Test (LPT)	Yes			Y	
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes		Y	Y	
VT	New Standards ELA	Yes	Y			
VT	Portfolio Assessment	Yes				Y
WA	Norm Reference	Yes				
WI	WRCT at Grade 3	Yes				
WI	WSAS Knowledge & Concepts	Yes				
WV	Norm-Referenced Testing	Yes	Y			
WV	Writing Assessment	No				
WY	Wyoming Assessment Program	Yes				
	Totals by Component	Yes=90 No=6	9	22	9	9
	Totals by State	Yes=46 No=6	9	13	7	7

OLT = Out-of-level testing
WLD = Use of word lists/dictionaries
SC = Use of spell checkers
Oth = Other

Part 3.4.3 **Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for students with an IEP? If "Yes," please describe.**

ST	Program Component	Response	Describe
AK	AK Writing Assessment	No	
AK	Norm-Referenced Testing	No	
AL	Alabama Direct Assessment of Writing	No	
AL	Basic Competency Test, Grade 9	No	
AL	Exit Exam	No	
AL	Math End-of-Course Test	No	
AL	Stanford Achievement Test	No	
AR	Criterion Referenced Test	No	
AR	Stanford Achievement Test, Ninth Edition	No	
AZ	NRT - Stanford 9	Yes	Large print and Braille versions were made available.
CA	Assessments in Career Education (ACE)	NA	
CA	Golden State Exams	NA	
CO	Reading and Writing	No	
CT	CT Academic Performance Test (CAPT)	No	
CT	CT Mastery Test (CMT)	No	
DE	Writing Assessment	No	
FL	FL Writing Assessment Program	No	
FL	High School Competency Test (HSCT)	Yes	
GA	GA High School Graduation Tests (GHSGT)	No	
GA	GA Kindergarten Assessment Program (GKAP)	No	
GA	Norm-Referenced Testing	Yes	Alternate assessments as provided by student's IEP.
GA	Writing Assessments	No	
HI	Credit by Examination (CbyE)	MR	
HI	Stanford Achievement Test 8th Edition	No	
HI	Test of Essential Competencies (HSTEC)	No	
IA	No assessments		

Part 3.4.3 **Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for students with an IEP? If "Yes," please describe.**

ST	Program Component	Response	Describe
ID	Direct Mathematics Assessment	No	
ID	Direct Writing Assessment	No	
ID	Standardized Testing ITBS & TAP	No	
IL	IL Goal Assessment Program (IGAP)	No	
IN	Statewide Assessment	No	
KS	KS Assessment Program	No	Planned
KY	KIRIS On Demand	Yes	It is a decision based on curriculum. An Alternate Portfolio within the framework of the Academic Expectations focused on Alternate curricular goals.
KY	National Referenced Assessment	No	
KY	Open Response Questions	No	
KY	Portfolio Assessment	Yes	Alternate Portfolio Assessment is for students who writing portfolios may not reasonably reflect their own learning goals and the progress they have made.
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No	
LA	Kindergarten Develop. Readiness Screen. Prog.	No	
LA	LA Graduation Exit Examination	No	
LA	Norm-Referenced Testing	No	
MA	Iowa Tests of Basic Skills	No	
MA	Iowa Tests of Educational Development	No	
MA	Massachusetts Comprehensive Assessment System	No	
MD	MD Functional Testing Program	No	
MD	MD School Perf. Assessment Program (MSPAP)	No	
ME	State Tests	No	
MI	Grade 4 and 7 Reading and Mathematics	No	
MI	Grade 5 and 8 Science	No	
MI	MI High School Proficiency Test	No	
MN	Basic Standards	Yes	Determined on an individual basis by the IEP Plan.

Part 3.4.3 **Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for students with an IEP? If "Yes," please describe.**

ST	Program Component	Response	Describe
MO	MO Mastery and Achievement Test (MMAT)	No	
MO	Missouri Assessment Program (MAP)	No	
MS	Functional Literacy Examination (FLE)	No	
MS	Norm-Referenced Testing	No	
MS	Subject Area Testing Program (SATP)	No	
MT	Student Assessment Requirement	No	
NC	Competency Testing	Yes	Locals districts have options regarding use of alternative assessments
NC	NC Testing Program	Yes	Locals districts have options regarding use of alternative assessments
NC	Norm-Referenced Testing	No	
ND	Norm-referenced Testing	No	
NE	No assessments		
NH	NH Ed. Improvement and Assessment Program	No	
NJ	Grade 11 High School Proficiency Test	Yes	Special Review Assessment (SRA) may be used to meet graduation testing requirement--includes portfolio type of assessment completed over months/years.
NJ	Grade 8 Early Warning Test	No	Districts are required to provide alternate assessments in each student's native language--district responsibility to use their own assessment, Aprenda, SABE2, etc.
NM	New Mexico Achievement Assessment	Yes	SEA allows LEA to create and administer appropriate alternative assessments
NM	New Mexico High School Competency Exam	Yes	SEA allows LEA to create and administer appropriate alternative assessments
NM	Portfolio Writing Assessment	Yes	SEA allows LEA to create and administer appropriate alternative assessments
NM	Reading Assessment for Grades 1 and 2	Yes	local option
NV	High School Proficiency Examination Program	No	
NV	Norm-Referenced Testing	No	
NV	Writing Proficiency Examination-Grade 8	No	

Part 3.4.3 **Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for students with an IEP? If "Yes," please describe.**

ST	Program Component	Response	Describe
NY	Occupational Education Proficiency Examinations	No	
NY	Preliminary Competency Tests	No	
NY	Program Evaluation Tests	No	
NY	Pupil Evaluation Program Tests	No	
NY	Regents Competency Tests	No	
NY	Regents Examination Programs	No	
NY	Second Language Proficiency Examinations	No	
OH	Fourth-Grade Proficiency Testing	No	
OH	Ninth-Grade Proficiency Testing	No	
OH	Sixth-Grade Proficiency Testing	No	
OH	Twelfth-Grade Proficiency Testing	No	
OK	Norm-Referenced Test - Iowa Test of Basic Skills	No	
OK	Oklahoma Core Curriculum Tests (CRTs)	No	
OR	Reading, Writing and Mathematics Assessment	No	
PA	Reading and Mathematics Assessment	No	
PA	Writing Assessment	No	
RI	Health Performance Assessment	No	
RI	Mathematics Performance Assessment	No	
RI	Norm-Referenced-MAT, 7	No	
RI	Writing Performance Assessment	No	
SC	Basic Skills Assessment Program	No	IEP: by committees of ELS and LEP writing specialists using alternative scoring scale
SC	Norm-Referenced Testing	No	
SD	Norm-referenced	No	
TN	TCAP Achievement Test-CRT	No	
TN	TCAP Achievement Test-NRT	No	
TN	TCAP Competency Test	No	
TN	TCAP Writing Assessment	No	

Part 3.4.3 **Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for students with an IEP? If "Yes," please describe.**

ST	Program Component	Response	Describe
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes	Districts were required to give an appropriate alternative assessment based on state-approved guidelines but were not asked to submit any test scores or other data to the state.
UT	Core Assessment CRT Program	MR	
UT	Core Curriculum Testing (Perf. Assessment)	NA	
UT	Norm-Referenced Testing	No	
VA	Literacy Passport Test (LPT)	No	
VA	Virginia Student Assessment Program (VSAP-NRT)	No	
VT	New Standards ELA	No	
VT	Portfolio Assessment	Yes	Determined at classroom level.
WA	Norm Reference	No	
WI	WRCT at Grade 3	No	
WI	WSAS Knowledge & Concepts	No	
WV	Norm-Referenced Testing	No	
WV	Writing Assessment	No	
WY	Wyoming Assessment Program	No	

Totals by Component	Yes=14 No=81
Totals by State	Yes=10 No=43

Part 3.4.4 How were scores from the students with disabilities reported for the assessment in this component?

ST	Program Component	NR	NPR	SR	OND	OWD
AK	AK Writing Assessment				Y	
AK	Norm-Referenced Testing				Y	
AL	Alabama Direct Assessment of Writing				Y	
AL	Basic Competency Test, Grade 9					
AL	Exit Exam			Y		
AL	Math End-of-Course Test				Y	
AL	Stanford Achievement Test		Y			
AR	Criterion Referenced Test		Y			
AR	Stanford Achievement Test, Ninth Edition		Y			
AZ	NRT - Stanford 9		Y			
CA	Assessments in Career Education (ACE)					
CA	Golden State Exams					
CO	Reading and Writing				Y	Y
CT	CT Academic Achiement Test (CAPT)				Y	
CT	CT Mastery Test (CMT)				Y	
DE	Writing Assessment		Y			
FL	FL Writing Assessment Program			Y		
FL	High School Competency Test (HSCT)			Y		
GA	GA High School Graduation Tests (GHSGT)		Y			
GA	GA Kindergarten Assessment Program (GKAP)			Y		
GA	Norm-Referenced Testing		Y			
GA	Writing Assessments			Y		Y
HI	Credit by Examination (CbyE)				Y	Y
HI	Stanford Achievement Test 8th Edition				Y	Y
HI	Test of Essential Competencies (HSTEC)				Y	Y
IA	No assessments					
ID	Direct Mathematics Assessment				Y	
ID	Direct Writing Assessment				Y	
ID	Standardized Testing ITBS & TAP				Y	
IL	IL Goal Assessment Program (IGAP)				Y	
IN	Statewide Assessment				Y	
KS	KS Assessment Program					Y
KY	KIRIS On Demand				Y	
KY	National Referenced Assessment				Y	

NR = Not reported
NPR = Not publicly reported
SR = Separate reports
OND = Included in overall reports with no differentiation
OWD = Included in overall reports with differentiation

Part 3.4.4 How were scores from the students with disabilities reported for the assessment in this component?

ST	Program Component	NR	NPR	SR	OND	OWD
KY	Open Response Questions				Y	
KY	Portfolio Assessment				Y	
LA	Grade 3, 5, and 7 Criterion-Referenced Test					Y
LA	Kindergarten Develop. Readiness Screen. Prog.	Y				
LA	LA Graduation Exit Examination					Y
LA	Norm-Referenced Testing		Y			
MA	Iowa Tests of Basic Skills					
MA	Iowa Tests of Educational Development					Y
MA	Massachusetts Comprehensive Assessment System					
MD	MD Functional Testing Program					
MD	MD School Perf. Assessment Program (MSPAP)		Y			
ME	State Tests					
MI	Grade 4 and 7 Reading and Mathematics		Y		Y	
MI	Grade 5 and 8 Science		Y		Y	
MI	MI High School Proficiency Test		Y		Y	
MN	Basic Standards		Y			
MO	MO Mastery and Achievement Test (MMAT)					
MO	Missouri Assessment Program (MAP)					Y
MS	Functional Literacy Examination (FLE)					Y
MS	Norm-Referenced Testing					
MS	Subject Area Testing Program (SATP)				Y	
MT	Student Assessment Requirement				Y	
NC	Competency Testing	Y				
NC	NC Testing Program				Y	Y
NC	Norm-Referenced Testing					Y
ND	Norm-referenced Testing				Y	Y
NE	No assessments					
NH	NH Ed. Improvement and Assessment Program					Y
NJ	Grade 11 High School Proficiency Test		Y			
NJ	Grade 8 Early Warning Test		Y			
NM	New Mexico Achievement Assessment					Y
NM	New Mexico High School Competency Exam		Y			Y
NM	Portfolio Writing Assessment		Y			Y
NM	Reading Assessment for Grades 1 and 2	Y				

NR = Not reported
NPR = Not publicly reported
SR = Separate reports
OND = Included in overall reports with no differentiation
OWD = Included in overall reports with differentiation

Part 3.4.4 How were scores from the students with disabilities reported for the assessment in this component?

ST	Program Component	NR	NPR	SR	OND	OWD
NV	High School Proficiency Examination Program				Y	
NV	Norm-Referenced Testing					Y
NV	Writing Proficiency Examination-Grade 8				Y	
NY	Occupational Education Proficiency Examinations					
NY	Preliminary Competency Tests					
NY	Program Evaluation Tests					
NY	Pupil Evaluation Program Tests					
NY	Regents Competency Tests					
NY	Regents Examination Programs					
NY	Second Language Proficiency Examinations					
OH	Fourth-Grade Proficiency Testing		Y	Y	Y	
OH	Ninth-Grade Proficiency Testing		Y	Y	Y	
OH	Sixth-Grade Proficiency Testing		Y	Y	Y	
OH	Twelfth-Grade Proficiency Testing		Y	Y	Y	
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Y				
OK	Oklahoma Core Curriculum Tests (CRTs)	Y				
OR	Reading, Writing and Mathematics Assessment		Y		Y	
PA	Reading and Mathematics Assessment				Y	
PA	Writing Assessment				Y	
RI	Health Performance Assessment				Y	
RI	Mathematics Performance Assessment				Y	
RI	Norm-Referenced-MAT, 7			Y	Y	
RI	Writing Performance Assessment				Y	
SC	Basic Skills Assessment Program				Y	Y
SC	Norm-Referenced Testing				Y	Y
SD	Norm-referenced				Y	
TN	TCAP Achievement Test-CRT					Y
TN	TCAP Achievement Test-NRT					Y
TN	TCAP Competency Test					Y
TN	TCAP Writing Assessment					Y
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course Test			Y		
UT	Core Assessment CRT Program					
UT	Core Curriculum Testing (Perf. Assessment)					
UT	Norm-Referenced Testing	Y				
VA	Literacy Passport Test (LPT)				Y	Y

NR = Not reported
NPR = Not publicly reported
SR = Separate reports
OND = Included in overall reports with no differentiation
OWD = Included in overall reports with differentiation

Part 3.4.4 How were scores from the students with disabilities reported for the assessment in this component?

ST	Program Component	NR	NPR	SR	OND	OWD
VA	Virginia Student Assessment Program (VSAP-NRT)		Y		Y	Y
VT	New Standards ELA			Y		
VT	Portfolio Assessment				Y	
WA	Norm Reference					
WI	WRCT at Grade 3					
WI	WSAS Knowledge & Concepts		Y		Y	
WV	Norm-Referenced Testing				Y	
WV	Writing Assessment				Y	
WY	WY Assessment Program					Y
	Totals by Component	6	23	12	44	26
	Totals by State	5	15	7	25	17

NR = Not reported
NPR = Not publicly reported
SR = Separate reports
OND = Included in overall reports with no differentiation
OWD = Included in overall reports with differentiation

Part 3.5.1A Were LEP students allowed an exemption from assessments in this component?
If "Yes," indicate the exemption critieria.

			State Criteria					Local Criteria				
ST	Program Component	Resp	TUS	TPr	FAE	IAE	Oth	TUS	TPr	FAE	IAE	Oth
AK	AK Writing Assessment	Y					Y					
AK	Norm-Referenced Testing	Y										
AL	Alabama Direct Assessment of Writing	Y	Y	Y		Y						
AL	Basic Competency Test, Grade 9	Y										
AL	Exit Exam	N										
AL	Math End-of-Course Test	Y						Y			Y	
AL	Stanford Achievement Test	Y										
AR	Criterion Referenced Test	Y										
AR	Stanford Achievement Test, Ninth Edition	Y										
AZ	NRT - Stanford 9	Y	Y	Y								
CA	Assessments in Career Education (ACE)											
CA	Golden State Exams											
CO	Reading and Writing	Y				Y						
CT	CT Academic Performance Test (CAPT)	Y							Y			
CT	CT Mastery Test (CMT)	Y							Y			
DE	Writing Assessment	Y	Y									
FL	FL Writing Assessment Program	Y	Y									
FL	High School Competency Test (HSCT)	Y	Y									
GA	GA High School Graduation Tests (GHSGT)	N										
GA	GA Kindergarten Assessment Program (GKAP)	Y						Y		Y	Y	
GA	Norm-Referenced Testing	Y								Y		
GA	Writing Assessments	N										
HI	Credit by Examination (CbyE)											
HI	Stanford Achievement Test 8th Edition	Y	Y					Y				
HI	Test of Essential Competencies (HSTEC)	N										
IA	No assessments											
ID	Direct Mathematics Assessment	Y	Y	Y								
ID	Direct Writing Assessment	Y	Y	Y								

TUS = Time in U.S
TPr = Time in ESL program
FAE = Formal assessment of English
IAE = Informal assessment of English
Oth = Other

Part 3.5.1A Were LEP students allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria					Local Criteria				
ST	Program Component	Resp	TUS	TPr	FAE	IAE	Oth	TUS	TPr	FAE	IAE	Oth
ID	Standardized Testing ITBS & TAP	Y	Y	Y								
IL	IL Goal Assessment Program (IGAP)	Y		Y								
IN	Statewide Assessment	Y								Y		
KS	KS Assessment Program	Y							Y	Y		
KY	KIRIS On Demand	Y		Y								
KY	National Referenced Assessment	Y		Y								
KY	Open Response Questions	N										
KY	Portfolio Assessment	Y		Y						Y		
LA	Grade 3, 5, and 7 Criterion-Referenced Test	N										
LA	Kindergarten Develop. Readiness Screen. Prog.	N										
LA	LA Graduation Exit Examination	N										
LA	Norm-Referenced Testing	N										
MA	Iowa Tests of Basic Skills	Y	Y									
MA	Iowa Tests of Educational Development	Y	Y									
MA	Massachusetts Comprehensive Assessment System	Y	Y									
MD	MD Functional Testing Program	Y								Y		
MD	MD School Perf. Assessment Program (MSPAP)	Y	Y									
ME	State Tests	Y								Y	Y	
MI	Grade 4 and 7 Reading and Mathematics	Y										
MI	Grade 5 and 8 Science	Y										
MI	MI High School Proficiency Test	Y										
MN	Basic Standards	Y	Y									
MO	MO Mastery and Achievement Test (MMAT)	Y									Y	
MO	Missouri Assessment Program (MAP)	Y							Y			
MS	Functional Literacy Examination (FLE)											
MS	Norm-Referenced Testing	Y						Y	Y			
MS	Subject Area Testing Program (SATP)	N										

TUS = Time in U.S
TPr = Time in ESL program
FAE = Formal assessment of English
IAE = Informal assessment of English
Oth = Other

Part 3.5.1A Were LEP students allowed an exemption from assessments in this component? If "Yes," indicate the exemption critieria.

			State Criteria					Local Criteria				
ST	Program Component	Resp	TUS	TPr	FAE	IAE	Oth	TUS	TPr	FAE	IAE	Oth
MT	Student Assessment Requirement	Y	Y					Y				
NC	Competency Testing	Y			Y	Y	Y					
NC	NC Testing Program	Y							Y			
NC	Norm-Referenced Testing	N										
ND	Norm-referenced Testing	N										
NE	No assessments											
NH	NH Ed. Improvement and Assessment Program	Y					Y					
NJ	Grade 11 High School Proficiency Test	Y						Y	Y			
NJ	Grade 8 Early Warning Test	Y		Y				Y				
NM	New Mexico Achievement Assessment	Y						Y	Y			
NM	New Mexico High School Competency Exam	Y						Y	Y			
NM	Portfolio Writing Assessment	Y						Y	Y			Y
NM	Reading Assessment for Grades 1 and 2	Y						Y	Y	Y	Y	
NV	High School Proficiency Examination Program	N										
NV	Norm-Referenced Testing	Y			Y							
NV	Writing Proficiency Examination-Grade 8	Y	Y									
NY	Occupational Education Proficiency Examinations	N										
NY	Preliminary Competency Tests	Y	Y									
NY	Program Evaluation Tests	Y	Y									
NY	Pupil Evaluation Program Tests	Y	Y									
NY	Regents Competency Tests	Y										
NY	Regents Examination Programs	N										
NY	Second Language Proficiency Examinations											
OH	Fourth-Grade Proficiency Testing	N										
OH	Ninth-Grade Proficiency Testing	N										
OH	Sixth-Grade Proficiency Testing	N										
OH	Twelfth-Grade Proficiency Testing	N										
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Y		Y								
OK	Oklahoma Core Curriculum Tests (CRTs)	Y		Y								

TUS = Time in U.S
TPr = Time in ESL program
FAE = Formal assessment of English
IAE = Informal assessment of English
Oth = Other

Part 3.5.1A **Were LEP students allowed an exemption from assessments in this component?**
If "Yes," indicate the exemption critieria.

			State Criteria					Local Criteria				
ST	Program Component	Resp	TUS	TPr	FAE	IAE	Oth	TUS	TPr	FAE	IAE	Oth
OR	Reading, Writing and Mathematics Assessment	Y			Y	Y						
PA	Reading and Mathematics Assessment	Y						Y	Y			
PA	Writing Assessment	Y										
RI	Health Performance Assessment	N										
RI	Mathematics Performance Assessment	N										
RI	Norm-Referenced-MAT, 7	Y	Y									
RI	Writing Performance Assessment	Y	Y									
SC	Basic Skills Assessment Program	Y		Y								
SC	Norm-Referenced Testing	Y							Y			
SD	Norm-referenced	Y	Y									
TN	TCAP Achievement Test-CRT	Y	Y	Y								
TN	TCAP Achievement Test-NRT	Y	Y	Y								
TN	TCAP Competency Test	Y	Y	Y								
TN	TCAP Writing Assessment	Y	Y	Y								
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course Test	Y										
UT	Core Assessment CRT Program											
UT	Core Curriculum Testing (Perf. Assessment)											
UT	Norm-Referenced Testing	Y		Y								
VA	Literacy Passport Test (LPT)	N										
VA	Virginia Student Assessment Program (VSAP-NRT)	Y								Y		
VT	New Standards ELA	Y	Y					Y	Y	Y		
VT	Portfolio Assessment	N										
WA	Norm Reference	Y				Y					Y	Y
WI	WRCT at Grade 3	Y			Y							Y
WI	WSAS Knowledge & Concepts	Y								Y		
WV	Norm-Referenced Testing	Y							Y			
WV	Writing Assessment	Y							Y			

TUS = Time in U.S
TPr = Time in ESL program
FAE = Formal assessment of English
IAE = Informal assessment of English
Oth = Other

Part 3.5.1A Were LEP students allowed an exemption from assessments in this component?
If "Yes," indicate the exemption critieria.

			State Criteria					Local Criteria				
ST	Program Component	Resp	TUS	TPr	FAE	IAE	Oth	TUS	TPr	FAE	IAE	Oth
WY	Wyoming Assessment Program											
	Totals by Component	Yes=71 No=22	27	18	4	5	3	13	14	11	6	3
	Totals by State	Yes=43 No=14	16	10	4	5	3	9	11	10	6	3

TUS = Time in U.S
TPr = Time in ESL program
FAE = Formal assessment of English
IAE = Informal assessment of English
Oth = Other

Part 3.5.1B Who makes the decision about exemption for LEP students?

ST	Program Component	Local comm.	School/district	Parents	Other
AK	AK Writing Assessment		Y		
AK	Norm-Referenced Testing				
AL	Alabama Direct Assessment of Writing	Y			
AL	Basic Competency Test, Grade 9				
AL	Exit Exam				
AL	Math End-of-Course Test	Y			
AL	Stanford Achievement Test	Y			
AR	Criterion Referenced Test	Y			
AR	Stanford Achievement Test, Ninth Edition	Y			
AZ	NRT - Stanford 9	Y			
CA	Assessments in Career Education (ACE)				
CA	Golden State Exams				
CO	Reading and Writing		Y		
CT	CT Academic Performance Test (CAPT)		Y		
CT	CT Mastery Test (CMT)		Y		
DE	Writing Assessment				
FL	FL Writing Assessment Program				
FL	High School Competency Test (HSCT)				
GA	GA High School Graduation Tests (GHSGT)				
GA	GA Kindergarten Assessment Program (GKAP)	Y			
GA	Norm-Referenced Testing				
GA	Writing Assessments				
HI	Credit by Examination (CbyE)				
HI	Stanford Achievement Test 8th Edition				
HI	Test of Essential Competencies (HSTEC)				
IA	No assessments				
ID	Direct Mathematics Assessment	Y	Y	Y	
ID	Direct Writing Assessment	Y	Y	Y	
ID	Standardized Testing ITBS & TAP	Y	Y		
IL	IL Goal Assessment Program (IGAP)				

Part 3.5.1B Who makes the decision about exemption for LEP students?

ST	Program Component	Local comm.	School/district	Parents	Other
IN	Statewide Assessment	Y			
KS	KS Assessment Program	Y	Y		
KY	KIRIS On Demand				
KY	National Referenced Assessment				
KY	Open Response Questions				
KY	Portfolio Assessment				
LA	Grade 3, 5, and 7 Criterion-Referenced Test				
LA	Kindergarten Develop. Readiness Screen. Prog.				
LA	LA Graduation Exit Examination				
LA	Norm-Referenced Testing				
MA	Iowa Tests of Basic Skills		Y		
MA	Iowa Tests of Educational Development	Y			
MA	Massachusetts Comprehensive Assessment System		Y		
MD	MD Functional Testing Program	Y			
MD	MD School Perf. Assessment Program (MSPAP)				
ME	State Tests	Y			
MI	Grade 4 and 7 Reading and Mathematics			Y	
MI	Grade 5 and 8 Science			Y	
MI	MI High School Proficiency Test			Y	
MN	Basic Standards	Y			
MO	MO Mastery and Achievement Test (MMAT)				
MO	Missouri Assessment Program (MAP)				
MS	Functional Literacy Examination (FLE)				
MS	Norm-Referenced Testing				
MS	Subject Area Testing Program (SATP)				
MT	Student Assessment Requirement	Y			
NC	Competency Testing	Y	Y		
NC	NC Testing Program	Y			
NC	Norm-Referenced Testing				
ND	Norm-referenced Testing				

Part 3.5.1B Who makes the decision about exemption for LEP students?

ST	Program Component	Local comm.	School/district	Parents	Other
NE	No assessments				
NH	NH Ed. Improvement and Assessment Program	Y			
NJ	Grade 11 High School Proficiency Test		Y		
NJ	Grade 8 Early Warning Test		Y		
NM	New Mexico Achievement Assessment				
NM	New Mexico High School Competency Exam				
NM	Portfolio Writing Assessment				
NM	Reading Assessment for Grades 1 and 2	Y	Y	Y	
NV	High School Proficiency Examination Program				
NV	Norm-Referenced Testing		Y		
NV	Writing Proficiency Examination-Grade 8				
NY	Occupational Education Proficiency Examinations				
NY	Preliminary Competency Tests				
NY	Program Evaluation Tests				
NY	Pupil Evaluation Program Tests				
NY	Regents Competency Tests				
NY	Regents Examination Programs				
NY	Second Language Proficiency Examinations				
OH	Fourth-Grade Proficiency Testing				
OH	Ninth-Grade Proficiency Testing				
OH	Sixth-Grade Proficiency Testing				
OH	Twelfth-Grade Proficiency Testing				
OK	Norm-Referenced Test - Iowa Test of Basic Skills		Y	Y	
OK	Oklahoma Core Curriculum Tests (CRTs)		Y	Y	
OR	Reading, Writing and Mathematics Assessment		Y		
PA	Reading and Mathematics Assessment		Y		
PA	Writing Assessment		Y		
RI	Health Performance Assessment				
RI	Mathematics Performance Assessment				
RI	Norm-Referenced-MAT, 7				
RI	Writing Performance Assessment				
SC	Basic Skills Assessment Program				

Part 3.5.1B Who makes the decision about exemption for LEP students?

ST	Program Component	Local comm.	School/district	Parents	Other
SC	Norm-Referenced Testing				
SD	Norm-referenced	Y	Y		Y
TN	TCAP Achievement Test-CRT				
TN	TCAP Achievement Test-NRT				
TN	TCAP Competency Test				
TN	TCAP Writing Assessment				
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course Test	Y			
UT	Core Assessment CRT Program				
UT	Core Curriculum Testing (Perf. Assessment)				
UT	Norm-Referenced Testing		Y		
VA	Literacy Passport Test (LPT)				
VA	Virginia Student Assessment Program (VSAP-NRT)	Y			
VT	New Standards ELA		Y	Y	
VT	Portfolio Assessment				
WA	Norm Reference				
WI	WRCT at Grade 3	Y			
WI	WSAS Knowledge & Concepts	Y			
WV	Norm-Referenced Testing		Y		
WV	Writing Assessment		Y		
WY	Wyoming Assessment Program				
	Totals by Component	26	22	9	1
	Totals by State	19	17	5	1

Part 3.5.2A Were any testing accommodations allowed for LEP students in this component?
If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Resp	ReD	ExD	ORQE	ORQN	PAT	TrD	TrT	Oth
AK	AK Writing Assessment	No								
AK	Norm-Referenced Testing	No								
AL	Alabama Direct Assessment of Writing	No								
AL	Basic Competency Test, Grade 9	No								
AL	Exit Exam	Yes	Y		Y		Y			
AL	Math End-of-Course Test	No								
AL	Stanford Achievement Test	No								
AR	Criterion Referenced Test	Yes	Y	Y			Y	Y		
AR	Stanford Achievement Test, Ninth Edition	Yes	Y				Y			
AZ	NRT - Stanford 9	No								
CA	Assessments in Career Education (ACE)	NA								
CA	Golden State Exams	NA								
CO	Reading and Writing	Yes	Y		Y				Y	
CT	CT Academic Performance Test (CAPT)	Yes	Y	Y						
CT	CT Mastery Test (CMT)	Yes	Y	Y						
DE	Writing Assessment	Yes	Y		Y	Y	Y			
FL	FL Writing Assessment Program	Yes	Y	Y			Y	Y		
FL	High School Competency Test (HSCT)	Yes	Y	Y	Y		Y	Y		Y
GA	GA High School Graduation Tests (GHSGT)	Yes					Y			
GA	GA Kindergarten Assessment Program (GKAP)	Yes	Y		Y	Y	Y			
GA	Norm-Referenced Testing	Yes					Y			
GA	Writing Assessments	No								
HI	Credit by Examination (CbyE)	MR								
HI	Stanford Achievement Test 8th Edition	Yes								
HI	Test of Essential Competencies (HSTEC)	No								
IA	No assessments									
ID	Direct Mathematics Assessment	Yes	Y		Y	Y	Y	Y		
ID	Direct Writing Assessment	Yes	Y		Y	Y	Y	Y		
ID	Standardized Testing ITBS & TAP	Yes	Y		Y	Y	Y			
IL	IL Goal Assessment Program (IGAP)	Yes						Y		

ReD = Repeating of directions
ExD = Explanation of directions
ORQE=Oral reading of quesitos in English

ORQN=Oral reading of questions in native language
PAT = Familar person gives test
TrD = Translation of directions

TrT = Translation of test into native language
Oth = Other

Part 3.5.2A Were any testing accommodations allowed for LEP students in this component?
If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Resp	ReD	ExD	ORQE	ORQN	PAT	TrD	TrT	Oth
IN	Statewide Assessment	No								
KS	KS Assessment Program	Yes	Y		Y	Y	Y	Y	Y	Y
KY	KIRIS On Demand	Yes								Y
KY	National Referenced Assessment	Yes								Y
KY	Open Response Questions	No								
KY	Portfolio Assessment	Yes								
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes	Y	Y			Y			
LA	Kindergarten Develop. Readiness Screen. Prog.	No								
LA	LA Graduation Exit Examination	Yes	Y	Y			Y			
LA	Norm-Referenced Testing	Yes	Y	Y			Y			
MA	Iowa Tests of Basic Skills	Yes								
MA	Iowa Tests of Educational Development	Yes								
MA	Massachusetts Comprehensive Assessment System	Yes							Y	
MD	MD Functional Testing Program	Yes	Y		Y		Y	Y		
MD	MD School Perf. Assessment Program (MSPAP)	Yes	Y		Y					
ME	State Tests	Yes	Y	Y	Y	Y	Y	Y	Y	
MI	Grade 4 and 7 Reading and Mathematics	Yes								
MI	Grade 5 and 8 Science	Yes								
MI	MI High School Proficiency Test	Yes								
MN	Basic Standards	Yes	Y	Y	Y	Y	Y	Y	Y	Y
MO	MO Mastery and Achievement Test (MMAT)	Yes								
MO	Missouri Assessment Program (MAP)	Yes								
MS	Functional Literacy Examination (FLE)	Yes	Y		Y		Y			
MS	Norm-Referenced Testing	Yes								Y
MS	Subject Area Testing Program (SATP)	Yes			Y		Y			
MT	Student Assessment Requirement	Yes								
NC	Competency Testing	Yes			Y		Y	Y		
NC	NC Testing Program	Yes	Y		Y					
NC	Norm-Referenced Testing	No								
ND	Norm-referenced Testing	No								

ReD = Repeating of directions
ExD = Explanation of directions
ORQE=Oral reading of quesitos in English
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PAT = Familar person gives test
TrD = Translation of directions
TrT = Translation of test into native language
Oth = Other

Part 3.5.2A Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Resp	ReD	ExD	ORQE	ORQN	PAT	TrD	TrT	Oth
NE	No assessments									
NH	NH Ed. Improvement and Assessment Program	Yes	Y		Y	Y	Y	Y	Y	
NJ	Grade 11 High School Proficiency Test	Yes								Y
NJ	Grade 8 Early Warning Test	No								
NM	New Mexico Achievement Assessment	No								
NM	New Mexico High School Competency Exam	Yes							Y	
NM	Portfolio Writing Assessment	No								
NM	Reading Assessment for Grades 1 and 2	Yes								Y
NV	High School Proficiency Examination Program	Yes	Y							
NV	Norm-Referenced Testing	No								
NV	Writing Proficiency Examination-Grade 8	Yes	Y	Y	Y		Y			
NY	Occupational Education Proficiency Examinations	Yes	Y		Y	Y	Y			
NY	Preliminary Competency Tests	Yes	Y		Y	Y	Y			
NY	Program Evaluation Tests	Yes	Y		Y	Y	Y	Y		
NY	Pupil Evaluation Program Tests	Yes	Y			Y		Y	Y	
NY	Regents Competency Tests	Yes	Y		Y	Y	Y	Y	Y	
NY	Regents Examination Programs	Yes	Y		Y	Y	Y	Y	Y	
NY	Second Language Proficiency Examinations	No								
OH	Fourth-Grade Proficiency Testing	Yes								
OH	Ninth-Grade Proficiency Testing	Yes	Y					Y		
OH	Sixth-Grade Proficiency Testing	Yes								
OH	Twelfth-Grade Proficiency Testing	Yes								
OK	Norm-Referenced Test - Iowa Test of Basic Skills	No								
OK	Oklahoma Core Curriculum Tests (CRTs)	No								
OR	Reading, Writing and Mathematics Assessment	Yes	Y	Y	Y	Y	Y	Y	Y	
PA	Reading and Mathematics Assessment	Yes	Y					Y		
PA	Writing Assessment	Yes	Y					Y		
RI	Health Performance Assessment	Yes	Y		Y	Y	Y	Y	Y	Y
RI	Mathematics Performance Assessment	Yes	Y		Y	Y	Y	Y	Y	
RI	Norm-Referenced-MAT, 7	No								
RI	Writing Performance Assessment	Yes	Y					Y	Y	

ReD = Repeating of directions
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PAT = Familar person gives test
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TrT = Translation of test into native language
Oth = Other

Part 3.5.2A Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *presentation format* accommodations were allowed?

ST	Program Component	Resp	ReD	ExD	ORQE	ORQN	PAT	TrD	TrT	Oth
SC	Basic Skills Assessment Program	Yes	Y	Y						
SC	Norm-Referenced Testing	Yes	Y	Y						
SD	Norm-referenced	No								
TN	TCAP Achievement Test-CRT	Yes					Y			
TN	TCAP Achievement Test-NRT	Yes					Y			
TN	TCAP Competency Test	Yes	Y				Y			
TN	TCAP Writing Assessment	Yes	Y		Y		Y			
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes	Y				Y	Y		Y
UT	Core Assessment CRT Program	MR								
UT	Core Curriculum Testing (Perf. Assessment)	MR								
UT	Norm-Referenced Testing	No								
VA	Literacy Passport Test (LPT)	No								
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes		Y	Y		Y			Y
VT	New Standards ELA	Yes	Y	Y	Y	Y	Y	Y		
VT	Portfolio Assessment	Yes								Y
WA	Norm Reference	Yes	Y					Y		
WI	WRCT at Grade 3	Yes	Y		Y	Y	Y	Y		
WI	WSAS Knowledge & Concepts	Yes	Y				Y	Y		
WV	Norm-Referenced Testing	No								
WV	Writing Assessment	No								
WY	Wyoming Assessment Program									
	Totals by Component	Yes=72 No=23	48	16	31	20	41	28	14	12
	Totals by State	Yes=38 No=20	28	11	21	12	23	19	10	11

ReD = Repeating of directions
ExD = Explanation of directions
ORQE=Oral reading of quesitos in English
ORQN=Oral reading of questions in native language
PAT = Familar person gives test
TrD = Translation of directions
TrT = Translation of test into native language
Oth = Other

Part 3.5.2B Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *response format* accommodations were allowed?

ST	Program Component	Response	RNL	Oth
AK	AK Writing Assessment	No		
AK	Norm-Referenced Testing	No		
AL	Alabama Direct Assessment of Writing	No		
AL	Basic Competency Test, Grade 9	No		
AL	Exit Exam	Yes		
AL	Math End-of-Course Test	No		
AL	Stanford Achievement Test	No		
AR	Criterion Referenced Test	Yes		
AR	Stanford Achievement Test, Ninth Edition	Yes		
AZ	NRT - Stanford 9	No		
CA	Assessments in Career Education (ACE)	NA		
CA	Golden State Exams	NA		
CO	Reading and Writing	Yes		
CT	CT Academic Performance Test (CAPT)	Yes		
CT	CT Mastery Test (CMT)	Yes		
DE	Writing Assessment	Yes		
FL	FL Writing Assessment Program	Yes		
FL	High School Competency Test (HSCT)	Yes		Y
GA	GA High School Graduation Tests (GHSGT)	Yes		
GA	GA Kindergarten Assessment Program (GKAP)	Yes		
GA	Norm-Referenced Testing	Yes		
GA	Writing Assessments	No		
HI	Credit by Examination (CbyE)	MR		
HI	Stanford Achievement Test 8th Edition	Yes		
HI	Test of Essential Competencies (HSTEC)	No		
IA	No assessments			
ID	Direct Mathematics Assessment	Yes		
ID	Direct Writing Assessment	Yes		
ID	Standardized Testing ITBS & TAP	Yes		
IL	IL Goal Assessment Program (IGAP)	Yes		
IN	Statewide Assessment	No		
KS	KS Assessment Program	Yes		

RNL = Allow student to respond in native language to English quesions

Oth = Other

Part 3.5.2B Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *response format* accommodations were allowed?

ST	Program Component	Response	RNL	Oth
KY	KIRIS On Demand	Yes		Y
KY	National Referenced Assessment	Yes		Y
KY	Open Response Questions	No		
KY	Portfolio Assessment	Yes		
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes		
LA	Kindergarten Develop. Readiness Screen. Prog.	No		
LA	LA Graduation Exit Examination	Yes		
LA	Norm-Referenced Testing	Yes		
MA	Iowa Tests of Basic Skills	Yes		
MA	Iowa Tests of Educational Development	Yes		
MA	Massachusetts Comprehensive Assessment System	Yes		
MD	MD Functional Testing Program	Yes		
MD	MD School Perf. Assessment Program (MSPAP)	Yes		
ME	State Tests	Yes		
MI	Grade 4 and 7 Reading and Mathematics	Yes		
MI	Grade 5 and 8 Science	Yes		
MI	MI High School Proficiency Test	Yes		
MN	Basic Standards	Yes		
MO	MO Mastery and Achievement Test (MMAT)	Yes		
MO	Missouri Assessment Program (MAP)	Yes		
MS	Functional Literacy Examination (FLE)	Yes		
MS	Norm-Referenced Testing	Yes		Y
MS	Subject Area Testing Program (SATP)	Yes		
MT	Student Assessment Requirement	Yes		
NC	Competency Testing	Yes		
NC	NC Testing Program	Yes	Y	
NC	Norm-Referenced Testing	No		
ND	Norm-referenced Testing	No		
NE	No assessments			
NH	NH Ed. Improvement and Assessment Program	Yes	Y	
NJ	Grade 11 High School Proficiency Test	Yes		
NJ	Grade 8 Early Warning Test	No		

RNL = Allow student to respond in native language to English quesions

Oth = Other

Part 3.5.2B Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *response format* accommodations were allowed?

ST	Program Component	Response	RNL	Oth
NM	New Mexico Achievement Assessment	No		
NM	New Mexico High School Competency Exam	Yes		
NM	Portfolio Writing Assessment	No		
NM	Reading Assessment for Grades 1 and 2	Yes		Y
NV	High School Proficiency Examination Program	Yes		
NV	Norm-Referenced Testing	No		
NV	Writing Proficiency Examination-Grade 8	Yes		
NY	Occupational Education Proficiency Examinations	Yes		
NY	Preliminary Competency Tests	Yes		
NY	Program Evaluation Tests	Yes		
NY	Pupil Evaluation Program Tests	Yes		
NY	Regents Competency Tests	Yes		
NY	Regents Examination Programs	Yes		
NY	Second Language Proficiency Examinations	No		
OH	Fourth-Grade Proficiency Testing	Yes		
OH	Ninth-Grade Proficiency Testing	Yes		Y
OH	Sixth-Grade Proficiency Testing	Yes		
OH	Twelfth-Grade Proficiency Testing	Yes		
OK	Norm-Referenced Test - Iowa Test of Basic Skills	No		
OK	Oklahoma Core Curriculum Tests (CRTs)	No		
OR	Reading, Writing and Mathematics Assessment	Yes	Y	
PA	Reading and Mathematics Assessment	Yes		
PA	Writing Assessment	Yes		
RI	Health Performance Assessment	Yes	Y	
RI	Mathematics Performance Assessment	Yes	Y	
RI	Norm-Referenced-MAT, 7	No		
RI	Writing Performance Assessment	Yes		
SC	Basic Skills Assessment Program	Yes		
SC	Norm-Referenced Testing	Yes		
SD	Norm-referenced	No		
TN	TCAP Achievement Test-CRT	Yes		
TN	TCAP Achievement Test-NRT	Yes		
TN	TCAP Competency Test	Yes		
TN	TCAP Writing Assessment	Yes		

RNL = Allow student to respond in native language to English quesions

Oth = Other

Part 3.5.2B Were any testing accommodations allowed for LEP students in this component?
If "Yes," what kind of *response format* accommodations were allowed?

ST	Program Component	Response	RNL	Oth
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes		
UT	Core Assessment CRT Program	MR		
UT	Core Curriculum Testing (Perf. Assessment)	MR		
UT	Norm-Referenced Testing	No		
VA	Literacy Passport Test (LPT)	No		
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes		
VT	New Standards ELA	Yes	Y	
VT	Portfolio Assessment	Yes		Y
WA	Norm Reference	Yes		
WI	WRCT at Grade 3	Yes		
WI	WSAS Knowledge & Concepts	Yes		
WV	Norm-Referenced Testing	No		
WV	Writing Assessment	No		
WY	Wyoming Assessment Program			
	Totals by Component	Yes=72 No=23	6	7
	Totals by State	Yes=38 No=20	5	6

RNL = Allow student to respond in native language to English quesions

Oth = Other

Part 3.5.2C Were any testing accommodations allowed for LEP students in this component?
If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Response	ASC	SR	SGr	Oth
AK	AK Writing Assessment	No				
AK	Norm-Referenced Testing	No				
AL	Alabama Direct Assessment of Writing	No				
AL	Basic Competency Test, Grade 9	No				
AL	Exit Exam	Yes	Y	Y	Y	
AL	Math End-of-Course Test	No				
AL	Stanford Achievement Test	No				
AR	Criterion Referenced Test	Yes	Y	Y	Y	
AR	Stanford Achievement Test, Ninth Edition	Yes	Y	Y	Y	
AZ	NRT - Stanford 9	No				
CA	Assessments in Career Education (ACE)	NA				
CA	Golden State Exams	NA				
CO	Reading and Writing	Yes	Y	Y	Y	
CT	CT Academic Performance Test (CAPT)	Yes	Y	Y	Y	
CT	CT Mastery Test (CMT)	Yes			Y	
DE	Writing Assessment	Yes			Y	
FL	FL Writing Assessment Program	Yes	Y	Y	Y	
FL	High School Competency Test (HSCT)	Yes	Y	Y	Y	Y
GA	GA High School Graduation Tests (GHSGT)	Yes			Y	
GA	GA Kindergarten Assessment Program (GKAP)	Yes			Y	
GA	Norm-Referenced Testing	Yes				
GA	Writing Assessments	No				
HI	Credit by Examination (CbyE)	MR				
HI	Stanford Achievement Test 8th Edition	Yes				
HI	Test of Essential Competencies (HSTEC)	No				
IA	No assessments					
ID	Direct Mathematics Assessment	Yes	Y	Y	Y	
ID	Direct Writing Assessment	Yes	Y	Y	Y	
ID	Standardized Testing ITBS & TAP	Yes	Y	Y	Y	
IL	IL Goal Assessment Program (IGAP)	Yes				

ASC = Alone, in study carrel
SR = Administer test in separate room
SGr = With small groups
Oth = Other

Part 3.5.2C Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Response	ASC	SR	SGr	Oth
IN	Statewide Assessment	No				
KS	KS Assessment Program	Yes	Y	Y	Y	Y
KY	KIRIS On Demand	Yes				Y
KY	National Referenced Assessment	Yes				Y
KY	Open Response Questions	No				
KY	Portfolio Assessment	Yes				
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes		Y	Y	
LA	Kindergarten Develop. Readiness Screen. Prog.	No				
LA	LA Graduation Exit Examination	Yes		Y	Y	
LA	Norm-Referenced Testing	Yes	Y	Y	Y	
MA	Iowa Tests of Basic Skills	Yes				
MA	Iowa Tests of Educational Development	Yes				
MA	Massachusetts Comprehensive Assessment System	Yes				
MD	MD Functional Testing Program	Yes	Y		Y	
MD	MD School Perf. Assessment Program (MSPAP)	Yes	Y		Y	
ME	State Tests	Yes	Y	Y	Y	Y
MI	Grade 4 and 7 Reading and Mathematics	Yes				
MI	Grade 5 and 8 Science	Yes				
MI	MI High School Proficiency Test	Yes				
MN	Basic Standards	Yes	Y	Y	Y	
MO	MO Mastery and Achievement Test (MMAT)	Yes				
MO	Missouri Assessment Program (MAP)	Yes				
MS	Functional Literacy Examination (FLE)	Yes		Y	Y	
MS	Norm-Referenced Testing	Yes				Y
MS	Subject Area Testing Program (SATP)	Yes	Y	Y	Y	
MT	Student Assessment Requirement	Yes				
NC	Competency Testing	Yes	Y	Y	Y	
NC	NC Testing Program	Yes	Y	Y	Y	
NC	Norm-Referenced Testing	No				
ND	Norm-referenced Testing	No				

ASC = Alone, in study carrel
SR = Administer test in separate room
SGr = With small groups
Oth = Other

Part 3.5.2C Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Response	ASC	SR	SGr	Oth
NE	No assessments					
NH	NH Ed. Improvement and Assessment Program	Yes	Y	Y	Y	
NJ	Grade 11 High School Proficiency Test	Yes				
NJ	Grade 8 Early Warning Test	No				
NM	New Mexico Achievement Assessment	No				
NM	New Mexico High School Competency Exam	Yes				
NM	Portfolio Writing Assessment	No				
NM	Reading Assessment for Grades 1 and 2	Yes				Y
NV	High School Proficiency Examination Program	Yes	Y	Y	Y	
NV	Norm-Referenced Testing	No				
NV	Writing Proficiency Examination-Grade 8	Yes	Y	Y	Y	
NY	Occupational Education Proficiency Examinations	Yes	Y	Y	Y	
NY	Preliminary Competency Tests	Yes	Y	Y	Y	
NY	Program Evaluation Tests	Yes	Y	Y	Y	
NY	Pupil Evaluation Program Tests	Yes	Y	Y	Y	
NY	Regents Competency Tests	Yes	Y	Y	Y	
NY	Regents Examination Programs	Yes	Y	Y		
NY	Second Language Proficiency Examinations	No				
OH	Fourth-Grade Proficiency Testing	Yes		Y	Y	
OH	Ninth-Grade Proficiency Testing	Yes		Y	Y	Y
OH	Sixth-Grade Proficiency Testing	Yes		Y	Y	
OH	Twelfth-Grade Proficiency Testing	Yes		Y	Y	
OK	Norm-Referenced Test - Iowa Test of Basic Skills	No				
OK	Oklahoma Core Curriculum Tests (CRTs)	No				
OR	Reading, Writing and Mathematics Assessment	Yes	Y	Y	Y	
PA	Reading and Mathematics Assessment	Yes	Y	Y	Y	
PA	Writing Assessment	Yes	Y	Y	Y	
RI	Health Performance Assessment	Yes	Y	Y	Y	
RI	Mathematics Performance Assessment	Yes	Y	Y	Y	
RI	Norm-Referenced-MAT, 7	No				
RI	Writing Performance Assessment	Yes	Y	Y	Y	

ASC = Alone, in study carrel
SR = Administer test in separate room
SGr = With small groups
Oth = Other

Part 3.5.2C Were any testing accommodations allowed for LEP students in this component?
If "Yes," what kind of *test setting* accommodations were allowed?

ST	Program Component	Response	ASC	SR	SGr	Oth
SC	Basic Skills Assessment Program	Yes	Y		Y	
SC	Norm-Referenced Testing	Yes	Y		Y	
SD	Norm-referenced	No				
TN	TCAP Achievement Test-CRT	Yes	Y	Y	Y	
TN	TCAP Achievement Test-NRT	Yes	Y	Y	Y	
TN	TCAP Competency Test	Yes	Y	Y	Y	
TN	TCAP Writing Assessment	Yes	Y	Y	Y	
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes	Y	Y	Y	
UT	Core Assessment CRT Program	MR				
UT	Core Curriculum Testing (Perf. Assessment)	MR				
UT	Norm-Referenced Testing	No				
VA	Literacy Passport Test (LPT)	No				
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes	Y	Y	Y	
VT	New Standards ELA	Yes	Y	Y	Y	
VT	Portfolio Assessment	Yes				Y
WA	Norm Reference	Yes		Y	Y	
WI	WRCT at Grade 3	Yes	Y	Y	Y	
WI	WSAS Knowledge & Concepts	Yes	Y	Y	Y	
WV	Norm-Referenced Testing	No				
WV	Writing Assessment	No				
WY	Wyoming Assessment Program					
	Totals by Component	Yes=72 No=23	44	49	54	9
	Totals by State	Yes=38 No=20	25	25	29	8

ASC = Alone, in study carrel
SR = Administer test in separate room
SGr = With small groups
Oth = Other

Part 3.5.2D Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *timing* or *scheduling* accommodations were allowed?

ST	Program Component	Response	ExT	MBr	ExS	Oth
AK	AK Writing Assessment	No				
AK	Norm-Referenced Testing	No				
AL	Alabama Direct Assessment of Writing	No				
AL	Basic Competency Test, Grade 9	No				
AL	Exit Exam	Yes		Y	Y	
AL	Math End-of-Course Test	No				
AL	Stanford Achievement Test	No				
AR	Criterion Referenced Test	Yes	Y	Y		
AR	Stanford Achievement Test, Ninth Edition	Yes		Y	Y	
AZ	NRT - Stanford 9	No				
CA	Assessments in Career Education (ACE)	NA				
CA	Golden State Exams	NA				
CO	Reading and Writing	Yes	Y	Y		
CT	CT Academic Performance Test (CAPT)	Yes	Y			
CT	CT Mastery Test (CMT)	Yes	Y			
DE	Writing Assessment	Yes				
FL	FL Writing Assessment Program	Yes	Y	Y		
FL	High School Competency Test (HSCT)	Yes	Y	Y	Y	
GA	GA High School Graduation Tests (GHSGT)	Yes	Y			
GA	GA Kindergarten Assessment Program (GKAP)	Yes	Y	Y	Y	
GA	Norm-Referenced Testing	Yes				
GA	Writing Assessments	No				
HI	Credit by Examination (CbyE)	MR				
HI	Stanford Achievement Test 8th Edition	Yes				
HI	Test of Essential Competencies (HSTEC)	No				
IA	No assessments					
ID	Direct Mathematics Assessment	Yes	Y			
ID	Direct Writing Assessment	Yes	Y			
ID	Standardized Testing ITBS & TAP	Yes	Y	Y	Y	
IL	IL Goal Assessment Program (IGAP)	Yes				

ExT = Extra testing time (same day)
MBr = More breaks
ExS = Extending sessions over multiple days
Oth = Other

Part 3.5.2D **Were any testing accommodations allowed for LEP students in this component?**
If "Yes," what kind of *timing* or *scheduling* accommodations were allowed?

ST	Program Component	Response	ExT	MBr	ExS	Oth
IN	Statewide Assessment	No				
KS	KS Assessment Program	Yes	Y	Y	Y	Y
KY	KIRIS On Demand	Yes				Y
KY	National Referenced Assessment	Yes				Y
KY	Open Response Questions	No				
KY	Portfolio Assessment	Yes				
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes	Y			
LA	Kindergarten Develop. Readiness Screen. Prog.	No				
LA	LA Graduation Exit Examination	Yes	Y			
LA	Norm-Referenced Testing	Yes	Y			
MA	Iowa Tests of Basic Skills	Yes				
MA	Iowa Tests of Educational Development	Yes				
MA	Massachusetts Comprehensive Assessment System	Yes				
MD	MD Functional Testing Program	Yes	Y	Y	Y	
MD	MD School Perf. Assessment Program (MSPAP)	Yes	Y	Y	Y	
ME	State Tests	Yes	Y	Y	Y	
MI	Grade 4 and 7 Reading and Mathematics	Yes				
MI	Grade 5 and 8 Science	Yes				
MI	MI High School Proficiency Test	Yes				
MN	Basic Standards	Yes	Y	Y		
MO	MO Mastery and Achievement Test (MMAT)	Yes				
MO	Missouri Assessment Program (MAP)	Yes				
MS	Functional Literacy Examination (FLE)	Yes				
MS	Norm-Referenced Testing	Yes				Y
MS	Subject Area Testing Program (SATP)	Yes	Y	Y		
MT	Student Assessment Requirement	Yes				
NC	Competency Testing	Yes	Y	Y	Y	
NC	NC Testing Program	Yes	Y	Y	Y	
NC	Norm-Referenced Testing	No				

ExT = Extra testing time (same day)
MBr = More breaks
ExS = Extending sessions over multiple days
Oth = Other

Part 3.5.2D Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *timing* or *scheduling* accommodations were allowed?

ST	Program Component	Response	ExT	MBr	ExS	Oth
ND	Norm-referenced Testing	No				
NE	No assessments					
NH	NH Ed. Improvement and Assessment Program	Yes	Y	Y		
NJ	Grade 11 High School Proficiency Test	Yes				
NJ	Grade 8 Early Warning Test	No				
NM	New Mexico Achievement Assessment	No				
NM	New Mexico High School Competency Exam	Yes				
NM	Portfolio Writing Assessment	No				
NM	Reading Assessment for Grades 1 and 2	Yes				Y
NV	High School Proficiency Examination Program	Yes	Y			
NV	Norm-Referenced Testing	No				
NV	Writing Proficiency Examination-Grade 8	Yes	Y			
NY	Occupational Education Proficiency Examinations	Yes	Y	Y	Y	
NY	Preliminary Competency Tests	Yes	Y	Y	Y	
NY	Program Evaluation Tests	Yes	Y	Y	Y	
NY	Pupil Evaluation Program Tests	Yes	Y			
NY	Regents Competency Tests	Yes	Y	Y		
NY	Regents Examination Programs	Yes	Y	Y		
NY	Second Language Proficiency Examinations	No				
OH	Fourth-Grade Proficiency Testing	Yes	Y	Y		
OH	Ninth-Grade Proficiency Testing	Yes	Y	Y		Y
OH	Sixth-Grade Proficiency Testing	Yes	Y	Y		
OH	Twelfth-Grade Proficiency Testing	Yes	Y	Y		
OK	Norm-Referenced Test - Iowa Test of Basic Skills	No				
OK	Oklahoma Core Curriculum Tests (CRTs)	No				
OR	Reading, Writing and Mathematics Assessment	Yes	Y	Y	Y	
PA	Reading and Mathematics Assessment	Yes	Y	Y	Y	
PA	Writing Assessment	Yes	Y	Y	Y	

ExT = Extra testing time (same day)
MBr = More breaks
ExS = Extending sessions over multiple days
Oth = Other

Part 3.5.2D Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *timing* or *scheduling* accommodations were allowed?

ST	Program Component	Response	ExT	MBr	ExS	Oth
RI	Health Performance Assessment	Yes	Y	Y	Y	
RI	Mathematics Performance Assessment	Yes	Y	Y	Y	
RI	Norm-Referenced-MAT, 7	No				
RI	Writing Performance Assessment	Yes	Y	Y	Y	
SC	Basic Skills Assessment Program	Yes	Y			
SC	Norm-Referenced Testing	Yes	Y			
SD	Norm-referenced	No				
TN	TCAP Achievement Test-CRT	Yes		Y	Y	
TN	TCAP Achievement Test-NRT	Yes		Y	Y	
TN	TCAP Competency Test	Yes	Y	Y	Y	
TN	TCAP Writing Assessment	Yes				
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes	Y	Y		
UT	Core Assessment CRT Program	MR				
UT	Core Curriculum Testing (Perf. Assessment)	MR				
UT	Norm-Referenced Testing	No				
VA	Literacy Passport Test (LPT)	No				
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes				
VT	New Standards ELA	Yes	Y	Y		
VT	Portfolio Assessment	Yes				Y
WA	Norm Reference	Yes				
WI	WRCT at Grade 3	Yes	Y	Y	Y	
WI	WSAS Knowledge & Concepts	Yes	Y	Y	Y	
WV	Norm-Referenced Testing	No				
WV	Writing Assessment	·No				
WY	Wyoming Assessment Program					
	Totals by Component	Yes=72 No=23	47	39	25	7
	Totals by State	Yes=38 No=20	25	22	15	6

ExT = Extra testing time (same day)
MBr = More breaks
ExS = Extending sessions over multiple days
Oth = Other

Part 3.5.2E **Were any testing accommodations allowed for LEP students in this component?**
If "Yes," what kind of *other* accommodations were allowed?

ST	Program Component	Response	OLT	WLD	Oth
AK	AK Writing Assessment	No			
AK	Norm-Referenced Testing	No			
AL	Alabama Direct Assessment of Writing	No			
AL	Basic Competency Test, Grade 9	No			
AL	Exit Exam	Yes			
AL	Math End-of-Course Test	No			
AL	Stanford Achievement Test	No			
AR	Criterion Referenced Test	Yes			
AR	Stanford Achievement Test, Ninth Edition	Yes			
AZ	NRT - Stanford 9	No			
CA	Assessments in Career Education (ACE)	NA			
CA	Golden State Exams	NA			
CO	Reading and Writing	Yes			
CT	CT Academic Performance Test (CAPT)	Yes			
CT	CT Mastery Test (CMT)	Yes			
DE	Writing Assessment	Yes			Y
FL	FL Writing Assessment Program	Yes		Y	
FL	High School Competency Test (HSCT)	Yes			Y
GA	GA High School Graduation Tests (GHSGT)	Yes			
GA	GA Kindergarten Assessment Program (GKAP)	Yes			
GA	Norm-Referenced Testing	Yes			
GA	Writing Assessments	No			
HI	Credit by Examination (CbyE)	MR			
HI	Stanford Achievement Test 8th Edition	Yes			
HI	Test of Essential Competencies (HSTEC)	No			
IA	No assessments				
ID	Direct Mathematics Assessment	Yes			
ID	Direct Writing Assessment	Yes			
ID	Standardized Testing ITBS & TAP	Yes			
IL	IL Goal Assessment Program (IGAP)	Yes			

OLT = Out-of-level testing
Oth = Other
WLD = Word lists or dictionaries

Part 3.5.2E Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *other* accommodations were allowed?

ST	Program Component	Response	OLT	WLD	Oth
IN	Statewide Assessment	No			
KS	KS Assessment Program	Yes			
KY	KIRIS On Demand	Yes			Y
KY	National Referenced Assessment	Yes			Y
KY	Open Response Questions	No			
KY	Portfolio Assessment	Yes			
LA	Grade 3, 5, and 7 Criterion-Referenced Test	Yes		Y	Y
LA	Kindergarten Develop. Readiness Screen. Prog.	No			
LA	LA Graduation Exit Examination	Yes		Y	Y
LA	Norm-Referenced Testing	Yes		Y	
MA	Iowa Tests of Basic Skills	Yes			
MA	Iowa Tests of Educational Development	Yes			
MA	Massachusetts Comprehensive Assessment System	Yes			
MD	MD Functional Testing Program	Yes		Y	
MD	MD School Perf. Assessment Program (MSPAP)	Yes		Y	
ME	State Tests	Yes	Y	Y	
MI	Grade 4 and 7 Reading and Mathematics	Yes		Y	
MI	Grade 5 and 8 Science	Yes		Y	
MI	MI High School Proficiency Test	Yes		Y	
MN	Basic Standards	Yes		Y	
MO	MO Mastery and Achievement Test (MMAT)	Yes			
MO	Missouri Assessment Program (MAP)	Yes			
MS	Functional Literacy Examination (FLE)	Yes			
MS	Norm-Referenced Testing	Yes			Y
MS	Subject Area Testing Program (SATP)	Yes			
MT	Student Assessment Requirement	Yes			
NC	Competency Testing	Yes		Y	
NC	NC Testing Program	Yes		Y	
NC	Norm-Referenced Testing	No			
ND	Norm-referenced Testing	No			

OLT = Out-of-level testing
WLD = Word lists or dictionaries
Oth = Other

Part 3.5.2E Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *other* accommodations were allowed?

ST	Program Component	Response	OLT	WLD	Oth
NE	No assessments				
NH	NH Ed. Improvement and Assessment Program	Yes			
NJ	Grade 11 High School Proficiency Test	Yes			
NJ	Grade 8 Early Warning Test	No			
NM	New Mexico Achievement Assessment	No			
NM	New Mexico High School Competency Exam	Yes			
NM	Portfolio Writing Assessment	No			
NM	Reading Assessment for Grades 1 and 2	Yes			Y
NV	High School Proficiency Examination Program	Yes			
NV	Norm-Referenced Testing	No			
NV	Writing Proficiency Examination-Grade 8	Yes			
NY	Occupational Education Proficiency Examinations	Yes		Y	
NY	Preliminary Competency Tests	Yes			
NY	Program Evaluation Tests	Yes			
NY	Pupil Evaluation Program Tests	Yes			
NY	Regents Competency Tests	Yes			
NY	Regents Examination Programs	Yes			
NY	Second Language Proficiency Examinations	No			
OH	Fourth-Grade Proficiency Testing	Yes		Y	
OH	Ninth-Grade Proficiency Testing	Yes		Y	
OH	Sixth-Grade Proficiency Testing	Yes		Y	
OH	Twelfth-Grade Proficiency Testing	Yes		Y	
OK	Norm-Referenced Test - Iowa Test of Basic Skills	No			
OK	Oklahoma Core Curriculum Tests (CRTs)	No			
OR	Reading, Writing and Mathematics Assessment	Yes		Y	
PA	Reading and Mathematics Assessment	Yes			
PA	Writing Assessment	Yes		Y	
RI	Health Performance Assessment	Yes			
RI	Mathematics Performance Assessment	Yes			
RI	Norm-Referenced-MAT, 7	No			
RI	Writing Performance Assessment	Yes			

OLT = Out-of-level testing
WLD = Word lists or dictionaries
Oth = Other

Part 3.5.2E Were any testing accommodations allowed for LEP students in this component? If "Yes," what kind of *other* accommodations were allowed?

ST	Program Component	Response	OLT	WLD	Oth
SC	Basic Skills Assessment Program	Yes		Y	Y
SC	Norm-Referenced Testing	Yes		Y	
SD	Norm-referenced	No			
TN	TCAP Achievement Test-CRT	Yes			
TN	TCAP Achievement Test-NRT	Yes			
TN	TCAP Competency Test	Yes			
TN	TCAP Writing Assessment	Yes			
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes			
UT	Core Assessment CRT Program	MR			
UT	Core Curriculum Testing (Perf. Assessment)	MR			
UT	Norm-Referenced Testing	No			
VA	Literacy Passport Test (LPT)	No			
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes		Y	
VT	New Standards ELA	Yes			
VT	Portfolio Assessment	Yes			Y
WA	Norm Reference	Yes			
WI	WRCT at Grade 3	Yes		Y	
WI	WSAS Knowledge & Concepts	Yes		Y	
WV	Norm-Referenced Testing	No			
WV	Writing Assessment	No			
WY	Wyoming Assessment Program				
	Totals by Component	Yes=72 No=23	1	24	10
	Totals by State	Yes=38 No=20	1	14	8

OLT = Out-of-level testing

WLD = Word lists or dictionaries

Oth = Other

Part 3.5.3 Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for LEP students? If "Yes," please describe.

ST	Program Component	Response	Describe
AK	AK Writing Assessment	No	
AK	Norm-Referenced Testing	No	
AL	Alabama Direct Assessment of Writing	No	
AL	Basic Competency Test, Grade 9	No	
AL	Exit Exam	No	
AL	Math End-of-Course Test	No	
AL	Stanford Achievement Test	No	
AR	Criterion Referenced Test	No	
AR	Stanford Achievement Test, Ninth Edition	No	
AZ	NRT - Stanford 9	Yes	A Spanish-language NRT, the Aprenda 2, was made available for LEP students literate in Spanish.
CA	Assessments in Career Education (ACE)	NA	
CA	Golden State Exams	NA	
CO	Reading and Writing	Yes	No translated.Spanish CTB shelf test - 1997 only.
CT	CT Academic Performance Test (CAPT)	No	
CT	CT Mastery Test (CMT)	No	
DE	Writing Assessment	No	
FL	FL Writing Assessment Program	No	
FL	High School Competency Test (HSCT)	No	
GA	GA High School Graduation Tests (GHSGT)	No	
GA	GA Kindergarten Assessment Program (GKAP)	No	
GA	Norm-Referenced Testing	No	
GA	Writing Assessment	No	

Part 3.5.3 **Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for LEP students? If "Yes," please describe.**

ST	Program Component	Response	Describe
HI	Credit by Examination (CbyE)	MR	
HI	Stanford Achievement Test 8th Edition	No	
HI	Test of Essential Competencies (HSTEC)	No	
IA	No assessments		
ID	Direct Mathematics Assessment	MR	
ID	Direct Writing Assessment	No	
ID	Standardized Testing ITBS & TAP	No	
IL	IL Goal Assessment Program (IGAP)	Yes	Image test
IN	Statewide Assessment	No	
KS	KS Assessment Program	No	
KY	KIRIS On Demand	Yes	Only if the student is qualified for the KIRIS Alternate Portfolio.
KY	National Referenced Assessment	Yes	Only if student is qualified for the KIRIS Alternate Portfolio.
KY	Open Response Questions	MR	
KY	Portfolio Assessment	No	
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No	
LA	Kindergarten Develop. Readiness Screen. Prog.	No	
LA	LA Graduation Exit Examination	No	
LA	Norm-Referenced Testing	No	
MA	Iowa Tests of Basic Skills	No	
MA	Iowa Tests of Educational Development	No	
MA	Massachusetts Comprehensive Assessment System	No	
MD	MD Functional Testing Program	No	
MD	MD School Perf. Assessment Program (MSPAP)	No	

Part 3.5.3 **Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for LEP students? If "Yes," please describe.**

ST	Program Component	Response	Describe
ME	State Tests	No	
MI	Grade 4 and 7 Reading and Mathematics	No	
MI	Grade 5 and 8 Science	No	
MI	MI High School Proficiency Test	No	
MN	Basic Standards	No	
MO	MO Mastery and Achievement Test (MMAT)	No	
MO	Missouri Assessment Program (MAP)	No	
MS	Functional Literacy Examination (FLE)	No	
MS	Norm-Referenced Testing	No	
MS	Subject Area Testing Program (SATP)	No	
MT	Student Assessment Requirement	Yes	There may have been alternate assessments available in some settings.
NC	Competency Testing	No	
NC	NC Testing Program	Yes	Local discretion regarding alternative assessment
NC	Norm-Referenced Testing	No	
ND	Norm-referenced Testing	No	
NE	No assessments		
NH	NH Ed. Improvement and Assessment Program	No	
NJ	Grade 11 High School Proficiency Test	Yes	Can take SRA in native language to graduate. Must meet guidelines althoug-- entered NJ schools prior to ninth grade and not be able to pass maculaitis test.
NJ	Grade 8 Early Warning Test	No	

Part 3.5.3 **Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for LEP students? If "Yes," please describe.**

ST	Program Component	Response	Describe
NM	New Mexico Achievement Assessment	No	
NM	New Mexico High School Competency Exam	Yes	Spanish language version of competency exam
NM	Portfolio Writing Assessment	Yes	LEAs were asked to administer alternative assessments in writing of their own creation if students were not English proficient.
NM	Reading Assessment for Grades 1 and 2	Yes	LEA determination
NV	High School Proficiency Examination Program	No	
NV	Norm-Referenced Testing	No	
NV	Writing Proficiency Examination-Grade 8	No	
NY	Occupational Education Proficiency Examinations	No	
NY	Preliminary Competency Tests	No	
NY	Program Evaluation Tests	No	
NY	Pupil Evaluation Program Tests	No	
NY	Regents Competency Tests	No	
NY	Regents Examination Programs	No	
NY	Second Language Proficiency Examinations	No	
OH	Fourth-Grade Proficiency Testing	No	
OH	Ninth-Grade Proficiency Testing	No	
OH	Sixth-Grade Proficiency Testing	No	
OH	Twelfth-Grade Proficiency Testing	No	
OK	Norm-Referenced Test - Iowa Test of Basic Skills	No	
OK	Oklahoma Core Curriculum Tests (CRTs)	No	
OR	Reading, Writing and Mathematics Assessment	Yes	Spanish version for mathematics test
PA	Reading and Mathematics Assessment	No	
PA	Writing Assessment	No	

Part 3.5.3 **Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for LEP students? If "Yes," please describe.**

ST	Program Component	Response	Describe
RI	Health Performance Assessment	No	
RI	Mathematics Performance Assessment	No	
RI	Norm-Referenced-MAT, 7	No	
RI	Writing Performance Assessment	No	
SC	Basic Skills Assessment Program	No	Alternate scoring by committees of ELS and LEP writing specialists using alternative scoring scale
SC	Norm-Referenced Testing	No	
SD	Norm-referenced	No	
TN	TCAP Achievement Test-CRT	Yes	
TN	TCAP Achievement Test-NRT	Yes	
TN	TCAP Competency Test	No	
TN	TCAP Writing Assessment	No	
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes	School districts score tests (from state-approved list) according to criteria provided with the test. The school must report to TEA how many students were tested and how many showed improvement. Individual student scores are not provided to TEA, and the school develops its own criteria for determining/identifying improvement.
UT	Core Assessment CRT Program	MR	
UT	Core Curriculum Testing (Perf. Assessment)	MR	
UT	Norm-Referenced Testing	No	
VA	Literacy Passport Test (LPT)	No	
VA	Virginia Student Assessment Program (VSAP-NRT)	No	
VT	New Standards ELA	No	
VT	Portfolio Assessment	No	
WA	Norm Reference	No	

Part 3.5.3 **Were alternative assessments available (i.e., different assessments that may replace the regular assessments) for LEP students?**
If "Yes," please describe.

ST	Program Component	Response	Describe
WI	WRCT at Grade 3	No	
WI	WSAS Knowledge & Concepts	No	
WV	Norm-Referenced Testing	No	
WV	Writing Assessment	No	
WY	Wyoming Assessment Program		

Totals by Component	Yes=15 No=75
Totals by State	Yes=11 No=40

Part 3.5.4 How were scores from LEP students reported for the assessment in this component?

ST	Program Component	NR	NPR	SR	OND	OWD
AK	AK Writing Assessment				Y	
AK	Norm-Referenced Testing				Y	
AL	Alabama Direct Assessment of Writing				Y	
AL	Basic Competency Test, Grade 9				Y	
AL	Exit Exam				Y	
AL	Math End-of-Course Test				Y	
AL	Stanford Achievement Test	Y				
AR	Criterion Referenced Test				Y	
AR	Stanford Achievement Test, Ninth Edition				Y	
AZ	NRT - Stanford 9			Y		
CA	Assessments in Career Education (ACE)					
CA	Golden State Exams					
CO	Reading and Writing					Y
CT	CT Academic Performance Test (CAPT)				Y	
CT	CT Mastery Test (CMT)				Y	
DE	Writing Assessment				Y	
FL	FL Writing Assessment Program	Y				
FL	High School Competency Test (HSCT)	Y				
GA	GA High School Graduation Tests (GHSGT)		Y			
GA	GA Kindergarten Assessment Program (GKAP)			Y		
GA	Norm-Referenced Testing				Y	
GA	Writing Assessments		Y			Y
HI	Credit by Examination (CbE)	Y				
HI	Stanford Achievement Test 8th Edition					Y
HI	Test of Essential Competencies (HSTEC)					Y
IA	No assessments					
ID	Direct Mathematics Assessment				Y	
ID	Direct Writing Assessment				Y	
ID	Standardized Testing ITBS & TAP				Y	
IL	IL Goal Assessment Program (IGAP)			Y		
IN	Statewide Assessment	Y				
KS	KS Assessment Program					Y

NR = Not reported
NPR = Not publicly reported

SR = Separate reports
OND = Included in overall reports with no differentiation

OWD = Included in overall reports with differentiation

Part 3.5.4 How were scores from LEP students reported for the assessment in this component?

ST	Program Component	NR	NPR	SR	OND	OWD
KY	KIRIS On Demand Assessment				Y	
KY	National Referenced Assessment				Y	
KY	Open Response Questions				Y	
KY	Portfolio Assessment				Y	
LA	Grade 3, 5, and 7 Criterion-Referenced Test					Y
LA	Kindergarten Develop. Readiness Screen. Prog.				Y	
LA	LA Graduation Exit Examination					Y
LA	Norm-Referenced Testing	Y				
MA	Iowa Tests of Basic Skills					Y
MA	Iowa Tests of Educational Development					Y
MA	Massachusetts Comprehensive Assessment System					
MD	MD Functional Testing Program				Y	
MD	MD School Perf. Assessment Program (MSPAP)				Y	
ME	State Tests				Y	
MI	Grade 4 and 7 Reading and Mathematics		Y		Y	
MI	Grade 5 and 8 Science		Y		Y	
MI	MI High School Proficiency Test		Y		Y	
MN	Basic Standards				Y	
MO	MO Mastery and Achievement Test (MMAT)				Y	
MO	Missouri Assessment Program (MAP)					
MS	Functional Literacy Examination (FLE)				Y	
MS	Norm-Referenced Testing				Y	
MS	Subject Area Testing Program (SATP)				Y	
MT	Student Assessment Requirement				Y	
NC	Competency Testing				Y	
NC	NC Testing Program				Y	Y
NC	Norm-Referenced Testing				Y	
ND	Norm-referenced Testing			Y	Y	Y
NE	No assessments					
NH	NH Ed. Improvement and Assessment Program		Y			Y
NJ	Grade 11 High School Proficiency Test		Y			
NJ	Grade 8 Early Warning Test		Y			

NR = Not reported
NPR = Not publicly reported
SR = Separate reports
OND = Included in overall reports with no differentiation
OWD = Included in overall reports with differentiation

Part 3.5.4 How were scores from LEP students reported for the assessment in this component?

ST	Program Component	NR	NPR	SR	OND	OWD
NM	New Mexico Achievement Assessment				Y	
NM	New Mexico High School Competency Exam				Y	
NM	Portfolio Writing Assessment				Y	
NM	Reading Assessment for Grades 1 and 2	Y				
NV	High School Proficiency Examination Program				Y	
NV	Norm-Referenced Testing				Y	
NV	Writing Proficiency Examination-Grade 8				Y	
NY	Occupational Education Proficiency Examinations				Y	
NY	Preliminary Competency Tests				Y	
NY	Program Evaluation Tests				Y	
NY	Pupil Evaluation Program Tests				Y	
NY	Regents Competency Tests				Y	
NY	Regents Examination Programs				Y	
NY	Second Language Proficiency Examinations					
OH	Fourth-Grade Proficiency Testing				Y	
OH	Ninth-Grade Proficiency Testing				Y	
OH	Sixth-Grade Proficiency Testing				Y	
OH	Twelfth-Grade Proficiency Testing				Y	
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Y				
OK	Oklahoma Core Curriculum Tests (CRTs)	Y				
OR	Reading, Writing and Mathematics Assessment		Y		Y	
PA	Reading and Mathematics Assessment				Y	
PA	Writing Assessment				Y	
RI	Health Performance Assessment				Y	
RI	Mathematics Performance Assessment				Y	
RI	Norm-Referenced-MAT, 7			Y	Y	
RI	Writing Performance Assessment				Y	
SC	Basic Skills Assessment Program				Y	
SC	Norm-Referenced Testing				Y	
SD	Norm-referenced				Y	
TN	TCAP Achievement Test-CRT					Y
TN	TCAP Achievement Test-NRT					Y
TN	TCAP Competency Test				Y	
TN	TCAP Writing Assessment				Y	

NR = Not reported
NPR = Not publicly reported

SR = Separate reports
OND = Included in overall reports with no differentiation

OWD = Included in overall reports with differentiation

Part 3.5.4 How were scores from LEP students reported for the assessment in this component?

ST	Program Component	NR	NPR	SR	OND	OWD
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course test				Y	
UT	Core Assessment CRT Program					
UT	Core Curriculum Testing (Perf. Assessment)					
UT	Norm-Referenced Testing				Y	
VA	Literacy Passport Project (LPT)				Y	Y
VA	Virginia Student Assessment Program (VSAP-NRT)		Y			Y
VT	New Standards ELA				Y	
VT	Portfolio Assessment				Y	
WA	Norm Reference	Y				
WI	WRCT at Grade 3				Y	
WI	WSAS Knowledge & Concepts		Y		Y	
WV	Norm-Referenced Testing	Y				
WV	Writing Assessment	Y				
WY	Wyoming Assessment Program					Y
	Totals by Component	11	11	5	63	17
	Totals by State	9	7	5	33	12

NR = Not reported
NPR = Not publicly reported

SR = Separate reports
OND = Included in overall reports with no differentiation

OWD = Included in overall reports with differentiation

Part 3.6.1 Were scores from this assessment reported with reference to norms? If yes, what norms were used to report the scores?

ST	Program Component	Response	Nat	St	Reg	Loc	Com	Oth
AK	AK Writing Assessment	No						
AK	Norm-Referenced Testing	Yes	Y					
AL	Alabama Direct Assessment of Writing	No						
AL	Basic Competency Test, Grade 9	No						
AL	Exit Exam	No						
AL	Math End-of-Course Test	No						
AL	Stanford Achievement Test	Yes	Y					
AR	Criterion Referenced Test	No						
AR	Stanford Achievement Test, Ninth Edition	Yes	Y	Y	Y			
AZ	NRT - Stanford 9	Yes	Y					
CA	Assessments in Career Education (ACE)	No						
CA	Golden State Exams	No						
CO	Reading and Writing	No						
CT	CT Academic Performance Test (CAPT)	No						
CT	CT Mastery Test (CMT)	Yes	Y					
DE	Writing Assessment	No						
FL	FL Writing Assessment Program	No						
FL	High School Competency Test (HSCT)	No						
GA	GA High School Graduation Tests (GHSGT)	No						
GA	GA Kindergarten Assessment Program (GKAP)	No						
GA	Norm-Referenced Testing	Yes	Y		Y	Y	Y	
GA	Writing Assessments	No						
HI	Credit by Examination (CbyE)	No						
HI	Stanford Achievement Test 8th Edition	Yes	Y					
HI	Test of Essential Competencies (HSTEC)	No						
IA	No assessments							
ID	Direct Mathematics Assessment	Yes		Y				
ID	Direct Writing Assessment	Yes		Y				
ID	Standardized Testing ITBS & TAP	Yes	Y	Y				
IL	IL Goal Assessment Program (IGAP)	Yes	Y	Y				
IN	Statewide Assessment	Yes	Y					
KS	KS Assessment Program	Yes		Y				
KY	KIRIS On Demand Assessment	Yes		Y				
KY	National Referenced Assessment	Yes	Y					

Nat = National norms
St = State norms
Reg = Regional norms

Loc = Local norms
Com = Community norms
Oth = Other

Part 3.6.1 Were scores from this assessment reported with reference to norms? If yes, what norms were used to report the scores?

ST	Program Component	Response	Nat	St	Reg	Loc	Com	Oth
KY	Open Response Questions	Yes		Y				
KY	Portfolio Assessment	Yes		Y				
LA	Grade 3, 5, and 7 Criterion-Referenced Test	No		Y				
LA	Kindergarten Develop. Readiness Screen. Prog.	No						
LA	LA Graduation Exit Examination	No						
LA	Norm-Referenced Testing	Yes	Y					
MA	Iowa Tests of Basic Skills	Yes	Y					
MA	Iowa Tests of Educational Development	Yes	Y					
MA	Massachusetts Comprehensive Assessment System	NA		Y				
MD	MD Functional Testing Program	No						
MD	MD School Perf. Assessment Program (MSPAP)	No						
ME	State Tests	Yes		Y		Y		
MI	Grade 4 and 7 Reading and Mathematics	No						
MI	Grade 5 and 8 Science	No						
MI	MI High School Proficiency Test	No						
MN	Basic Standards	No						
MO	MO Mastery and Achievement Test (MMAT)	Yes		Y				
MO	Missouri Assessment Program (MAP)	Yes	Y					
MS	Functional Literacy Examination (FLE)	No						
MS	Norm-Referenced Testing	Yes	Y					
MS	Subject Area Testing Program (SATP)	No						
MT	Student Assessment Requirement	Yes	Y					
NC	Competency Testing	Yes		Y				
NC	NC Testing Program	Yes		Y				
NC	Norm-Referenced Testing	Yes	Y					
ND	Norm-referenced Testing	Yes	Y					
NE	No assessments							
NH	NH Ed. Improvement and Assessment Program	No						
NJ	Grade 11 High School Proficiency Test	No						
NJ	Grade 8 Early Warning Test	No						
NM	New Mexico Achievement Assessment	Yes	Y					
NM	New Mexico High School Competency Exam	No						
NM	Portfolio Writing Assessment	No						
NM	Reading Assessment for Grades 1 and 2	No						

Nat = National norms
St = State norms
Reg = Regional norms

Loc = Local norms
Com = Community norms
Oth = Other

504

Part 3.6.1 Were scores from this assessment reported with reference to norms? If yes, what norms were used to report the scores?

ST	Program Component	Response	Nat	St	Reg	Loc	Com	Oth
NV	High School Proficiency Examination Program	Yes		Y				
NV	Norm-Referenced Testing	Yes	Y					
NV	Writing Proficiency Examination-Grade 8	No						
NY	Occupational Education Proficiency Examinations	No						
NY	Preliminary Competency Tests	No						
NY	Program Evaluation Tests	Yes		Y				
NY	Pupil Evaluation Program Tests	No						
NY	Regents Competency Tests	No						
NY	Regents Examination Programs	No						
NY	Second Language Proficiency Examinations	No						
OH	Fourth-Grade Proficiency Testing	No						
OH	Ninth-Grade Proficiency Testing	No						
OH	Sixth-Grade Proficiency Testing	No						
OH	Twelfth-Grade Proficiency Testing	No						
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Yes	Y	Y		Y		
OK	Oklahoma Core Curriculum Tests (CRTs)	No						
OR	Reading, Writing and Mathematics Assessment	Yes		Y				
PA	Reading and Mathematics Assessment	Yes		Y			Y	
PA	Writing Assessment	Yes		Y			Y	
RI	Health Performance Assessment	No						
RI	Mathematics Performance Assessment	No						
RI	Norm-Referenced-MAT, 7	Yes	Y					
RI	Writing Performance Assessment	No						
SC	Basic Skills Assessment Program	No						
SC	Norm-Referenced Testing	Yes	Y					
SD	Norm-referenced	Yes	Y	Y		Y		
TN	TCAP Achievement Test-CRT	No						
TN	TCAP Achievement Test-NRT	Yes	Y					
TN	TCAP Competency Test	No						
TN	TCAP Writing Assessment	No						
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course tests	Yes		Y				
UT	Core Assessment CRT Program	No						
UT	Core Curriculum Testing (Perf. Assessment)	No						
UT	Norm-Referenced Testing	Yes	Y	Y				
VA	Literacy Passport Test (LPT)	No						
VA	Virginia Student Assessment Program (VSAP-NRT)	Yes	Y					

Nat = National norms
St = State norms
Reg = Regional norms
Loc = Local norms
Com = Community norms
Oth = Other

Part 3.6.1 Were scores from this assessment reported with reference to norms? If yes, what norms were used to report the scores?

ST	Program Component	Response	Nat	St	Reg	Loc	Com	Oth
VT	New Standards ELA	No		Y				
VT	Portfolio Assessment	No						
WA	Norm Reference	Yes	Y	Y		Y		
WI	WRCT at Grade 3	No						
WI	WSAS Knowledge & Concepts	Yes	Y	Y		Y		
WV	Norm-Referenced Testing	Yes	Y					
WV	Writing Assessment	No						
WY	Wyoming Assessment Program	No						
	Totals by Component	Yes=39 No=61	31	27	2	6	3	0
	Totals by State	Yes=36 No=31	23	21	2	6	2	0

Nat = National norms
St = State norms
Reg = Regional norms

Loc = Local norms
Com = Community norms
Oth = Other

Part 3.6.2 Were the assessments in this component linked to the NAEP assessment in any of the following ways?

ST	Program Component	CNR	LNR	LNS
AK	AK Writing Assessment			
AK	Norm-Referenced Testing			
AL	Alabama Direct Assessment of Writing			
AL	Basic Competency Test, Grade 9			
AL	Exit Exam			
AL	Math End-of-Course Test			
AL	Stanford Achievement Test			
AR	Criterion Referenced Test			
AR	Stanford Achievement Test, Ninth Edition			
AZ	NRT - Stanford 9			
CA	Assessments in Career Education (ACE)			
CA	Golden State Exams			
CO	Reading and Writing			
CT	CT Academic Performance Test (CAPT)			
CT	CT Mastery Test (CMT)			
DE	Writing Assessment	Y		
FL	FL Writing Assessment Program			
FL	High School Competency Test (HSCT)			
GA	GA High School Graduation Tests (GHSGT)			
GA	GA Kindergarten Assessment Program (GKAP)			
GA	Norm-Referenced Testing			
GA	Writing Assessments			
HI	Credit by Examination (CbyE)			
HI	Stanford Achievement Test 8th Edition			
HI	Test of Essential Competencies (HSTEC)			
IA	No assessments			
ID	Direct Mathematics Assessment			
ID	Direct Writing Assessment			
ID	Standardized Testing ITBS & TAP			
IL	IL Goal Assessment Program (IGAP)			

CNR = Compared to NAEP results
LNR = Linked to NAEP results
LNS = Linked to NAEP scales

Part 3.6.2 Were the assessments in this component linked to the NAEP assessment in any of the following ways?

ST	Program Component	CNR	LNR	LNS
IN	Statewide Assessment			
KS	KS Assessment Program			
KY	KIRIS On Demand Assessment			
KY	National Referenced Assessment			
KY	Open Response Questions	Y	Y	
KY	Portfolio Assessment			
LA	Grade 3, 5, and 7 Criterion-Referenced Test			
LA	Kindergarten Develop. Readiness Screen. Prog			
LA	LA Graduation Exit Examination			
LA	Norm-Referenced Testing			
MA	Iowa Tests of Basic Skills			
MA	Iowa Tests of Educational Development			
MA	Massachusetts Comprehensive Assessment System			
MD	MD Functional Testing Program			
MD	MD School Perf. Assessment Program (MSPAP)			
ME	State Tests			
MI	Grade 4 and 7 Reading and Mathematics			
MI	Grade 5 and 8 Science			
MI	MI High School Proficiency Test			
MN	Basic Standards			
MO	MO Mastery and Achievement Test (MMAT)			
MO	Missouri Assessment Program (MAP)			
MS	Functional Literacy Examination (FLE)			
MS	Norm-Referenced Testing			
MS	Subject Area Testing Program (SATP)			
MT	Student Assessment Requirement			
NC	Competency Testing	Y		Y
NC	NC Testing Program	Y	Y	
NC	Norm-Referenced Testing			
ND	Norm-referenced Testing			

CNR = Compared to NAEP results
LNR = Linked to NAEP results
LNS = Linked to NAEP scales

Part 3.6.2 Were the assessments in this component linked to the NAEP assessment in any of the following ways?

ST	Program Component	CNR	LNR	LNS
NE	No assessments			
NH	NH Ed. Improvement and Assessment Program			
NJ	Grade 11 High School Proficiency Test			
NJ	Grade 8 Early Warning Test			
NM	New Mexico Achievement Assessment			
NM	New Mexico High School Competency Exam			
NM	Portfolio Writing Assessment			
NM	Reading Assessment for Grades 1 and 2			
NV	High School Proficiency Examination Program			
NV	Norm-Referenced Testing			
NV	Writing Proficiency Examination-Grade 8			
NY	Occupational Education Proficiency Examinations			
NY	Preliminary Competency Tests			
NY	Program Evaluation Tests			
NY	Pupil Evaluation Program Tests			
NY	Regents Competency Tests			
NY	Regents Examination Programs			
NY	Second Language Proficiency Examinations			
OH	Fourth-Grade Proficiency Testing			
OH	Ninth-Grade Proficiency Testing			
OH	Sixth-Grade Proficiency Testing			
OH	Twelfth-Grade Proficiency Testing			
OK	Norm-Referenced Test - Iowa Test of Basic Skills			
OK	Oklahoma Core Curriculum Tests (CRTs)			
OR	Reading, Writing and Mathematics Assessment			
PA	Reading and Mathematics Assessment			
PA	Writing Assessment			
RI	Health Performance Assessment			
RI	Mathematics Performance Assessment	Y		
RI	Norm-Referenced-MAT, 7			
RI	Writing Performance Assessment			
SC	Basic Skills Assessment Program			

CNR = Compared to NAEP results
LNR = Linked to NAEP results
LNS = Linked to NAEP scales

Part 3.6.2 Were the assessments in this component linked to the NAEP assessment in any of the following ways?

ST	Program Component	CNR	LNR	LNS
SC	Norm-Referenced Testing			
SD	Norm-referenced			
TN	TCAP Achievement Test-CRT			
TN	TCAP Achievement Test-NRT			
TN	TCAP Competency Test			
TN	TCAP Writing Assessment			
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course test			
UT	Core Assessment CRT Program	Y		
UT	Core Curriculum Testing (Perf. Assessment)			
UT	Norm-Referenced Testing			
VA	Literacy Passport Test (LPT)			
VA	Virginia Student Assessment Program (VSAP-NRT)			
VT	New Standards ELA			
VT	Portfolio Assessment			
WA	Norm Reference			
WI	WRCT at Grade 3			
WI	WSAS Knowledge & Concepts			
WV	Norm-Referenced Testing			
WV	Writing Assessment			
WY	Wyoming Assessment Program			
	Totals by Component	6	2	1
	Totals by State	5	2	1

CNR = Compared to NAEP results
LNR = Linked to NAEP results
LNS = Linked to NAEP scales

Part 3.6.3A What kind of summaries of results were received at the *school building* level?

ST	Program Component	Student	Classroom	Grade	School	District	State
AK	AK Writing Assessment	Y	Y		Y	Y	Y
AK	Norm-Referenced Testing	Y	Y	Y	Y		
AL	Alabama Direct Assessment of Writing	Y			Y		
AL	Basic Competency Test, Grade 9						
AL	Exit Exam				Y		
AL	Math End-of-Course Test	Y					
AL	Stanford Achievement Test	Y		Y	Y		
AR	Criterion Referenced Test	Y	Y	Y	Y	Y	Y
AR	Stanford Achievement Test, Ninth Edition	Y	Y	Y	Y	Y	Y
AZ	NRT - Stanford 9	Y	Y	Y	Y	Y	Y
CA	Assessments in Career Education (ACE)						
CA	Golden State Exams	Y					
CO	Reading and Writing	Y			Y	Y	Y
CT	CT Academic Performance Test (CAPT)	Y		Y	Y	Y	Y
CT	CT Mastery Test (CMT)	Y	Y	Y	Y	Y	Y
DE	Writing Assessment	Y		Y		Y	
FL	FL Writing Assessment Program	Y			Y	Y	
FL	High School Competency Test (HSCT)	Y			Y	Y	
GA	GA High School Graduation Tests (GHSGT)				Y	Y	
GA	GA Kindergarten Assessment Program (GKAP)	Y	Y	Y	Y	Y	
GA	Norm-Referenced Testing			Y	Y	Y	
GA	Writing Assessments	Y			Y		
HI	Credit by Examination (CbyE)						
HI	Stanford Achievement Test 8th Edition				Y	Y	
HI	Test of Essential Competencies (HSTEC)						
IA	No assessments						
ID	Direct Mathematics Assessment						
ID	Direct Writing Assessment	Y	Y	Y	Y		
ID	Standardized Testing ITBS & TAP	Y	Y	Y	Y		
IL	IL Goal Assessment Program (IGAP)	Y		Y	Y	Y	Y
IN	Statewide Assessment	Y	Y	Y	Y		
KS	KS Assessment Program	Y	Y	Y	Y	Y	Y
KY	KIRIS On Demand	Y		Y	Y	Y	Y
KY	National Referenced Assessment	Y		Y	Y	Y	Y
KY	Open Response Questions	Y		Y	Y	Y	Y
KY	Portfolio Assessment	Y		Y	Y	Y	Y

Part 3.6.3A What kind of summaries of results were received at the *school building* level?

ST	Program Component	Student	Classroom	Grade	School	District	State
LA	Grade 3, 5, and 7 Criterion-Referenced Test						
LA	Kindergarten Develop. Readiness Screen. Prog.						
LA	LA Graduation Exit Examination						
LA	Norm-Referenced Testing						
MA	Iowa Tests of Basic Skills	Y	Y		Y		Y
MA	Iowa Tests of Educational Development	Y	Y		Y		Y
MA	Massachusetts Comprehensive Assessment System						
MD	MD Functional Testing Program	Y	Y	Y	Y	Y	Y
MD	MD School Perf. Assessment Program (MSPAP)	Y		Y	Y	Y	Y
ME	State Tests	Y					
MI	Grade 4 and 7 Reading and Mathematics	Y	Y	Y	Y	Y	Y
MI	Grade 5 and 8 Science	Y	Y	Y	Y	Y	Y
MI	MI High School Proficiency Test	Y	Y	Y	Y	Y	Y
MN	Basic Standards	U		Y	Y	Y	Y
MO	MO Mastery and Achievement Test (MMAT)	Y	Y	Y	Y	Y	Y
MO	Missouri Assessment Program (MAP)	Y	Y	Y	Y	Y	Y
MS	Functional Literacy Examination (FLE)	Y			Y		
MS	Norm-Referenced Testing	Y	Y	Y	Y	Y	
MS	Subject Area Testing Program (SATP)	Y			Y	Y	Y
MT	Student Assessment Requirement						
NC	Competency Testing	Y	Y	Y	Y	Y	Y
NC	NC Testing Program	Y	Y	Y	Y	Y	Y
NC	Norm-Referenced Testing						
ND	Norm-referenced Testing	Y	Y	Y	Y	Y	Y
NE	No assessments						
NH	NH Ed. Improvement and Assessment Program	Y		Y	Y	Y	Y
NJ	Grade 11 High School Proficiency Test			Y	Y	Y	Y
NJ	Grade-8 Early Warning Test			Y	Y	Y	Y
NM	New Mexico Achievement Assessment	Y	Y	Y	Y		
NM	New Mexico High School Competency Exam	Y	Y	Y	Y		
NM	Portfolio Writing Assessment	Y	Y	Y	Y		
NM	Reading Assessment for Grades 1 and 2						
NV	High School Proficiency Examination Program	Y	Y	Y	Y	Y	
NV	Norm-Referenced Testing				Y	Y	
NV	Writing Proficiency Examination-Grade 8	Y		Y	Y	Y	
NY	Occupational Education Proficiency Examinations						

Part 3.6.3A What kind of summaries of results were received at the *school building* level?

ST	Program Component	Student	Classroom	Grade	School	District	State
NY	Preliminary Competency Tests						
NY	Program Evaluation Tests						
NY	Pupil Evaluation Program Tests						
NY	Regents Competency Tests						
NY	Regents Examination Programs						
NY	Second Language Proficiency Examinations						
OH	Fourth-Grade Proficiency Testing	Y	Y	Y	Y		
OH	Ninth-Grade Proficiency Testing	Y		Y	Y		
OH	Sixth-Grade Proficiency Testing	Y	Y	Y	Y		
OH	Twelfth-Grade Proficiency Testing	Y		Y	Y		
OK	Norm-Referenced Test - Iowa Test of Basic Skills	Y	Y	Y	Y		
OK	Oklahoma Core Curriculum Tests (CRTs)	Y	Y	Y	Y		
OR	Reading, Writing and Mathematics Assessment	Y	Y		Y	Y	Y
PA	Reading and Mathematics Assessment	Y		Y	Y	Y	Y
PA	Writing Assessment	Y		Y	Y	Y	Y
RI	Health Performance Assessment	Y	Y	Y	Y	Y	Y
RI	Mathematics Performance Assessment	Y	Y	Y	Y	Y	Y
RI	Norm-Referenced-MAT, 7	Y	Y	Y	Y		
RI	Writing Performance Assessment	Y	Y	Y	Y	Y	Y
SC	Basic Skills Assessment Program	Y	Y	Y	Y	Y	Y
SC	Norm-Referenced Testing	Y	Y	Y	Y	Y	Y
SD	Norm-referenced	Y	Y	Y	Y		
TN	TCAP Achievement Test-CRT						
TN	TCAP Achievement Test-NRT		Y	Y	Y	Y	Y
TN	TCAP Competency Test				Y	Y	Y
TN	TCAP Writing Assessment		Y	Y	Y	Y	Y
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course test	Y		Y	Y	Y	
UT	Core Assessment CRT Program	Y		Y	Y	Y	Y
UT	Core Curriculum Testing (Perf. Assessment)						
UT	Norm-Referenced Testing	Y		Y	Y	Y	Y
VA	Literacy Passport Test (LPT)	Y	Y	Y	Y	Y	
VA	Virginia Student Assessment Program (VSAP-NRT)	Y		Y	Y	Y	
VT	New Standards ELA	Y	Y	Y	Y	Y	Y
VT	Portfolio Assessment						
WA	Norm Reference	Y	Y	Y	Y		
WI	WRCT at Grade 3	Y		Y	Y	Y	Y

Part 3.6.3A What kind of summaries of results were received at the *school building* level?

ST	Program Component	Student	Classroom	Grade	School	District	State
WI	WSAS Knowledge & Concepts	Y		Y	Y	Y	Y
WV	Norm-Referenced Testing	Y	Y	Y	Y	Y	
WV	Writing Assessment	Y	Y	Y	Y		
WY	WY Assessment Program						

Part 3.6.3B What kind of summaries of results were received at the *school district* level?

ST	Program Component	Student	Classroom	Grade	School	District	State
AK	AK Writing Assessment	Y	Y		Y	Y	Y
AK	Norm-Referenced Testing		Y	Y	Y	Y	
AL	Alabama Direct Assessment of Writing				Y		
AL	Basic Competency Test, Grade 9						
AL	Exit Exam	Y				Y	
AL	Math End-of-Course Test				Y	Y	
AL	Stanford Achievement Test			Y	Y	Y	Y
AR	Criterion Referenced Test	Y		Y	Y	Y	Y
AR	Stanford Achievement Test, Ninth Edition	Y	Y	Y	Y	Y	Y
AZ	NRT - Stanford 9		Y	Y	Y	Y	Y
CA	Assessments in Career Education (ACE)						
CA	Golden State Exams					Y	
CO	Reading and Writing				Y	Y	Y
CT	CT Academic Performance Test (CAPT)			Y	Y	Y	Y
CT	CT Mastery Test (CMT)			Y	Y	Y	Y
DE	Writing Assessment			Y	Y	Y	Y
FL	FL Writing Assessment Program	Y			Y	Y	Y
FL	High School Competency Test (HSCT)	Y			Y	Y	Y
GA	GA High School Graduation Tests (GHSGT)				Y	Y	
GA	GA Kindergarten Assessment Program (GKAP)		Y	Y	Y	Y	
GA	Norm-Referenced Testing			Y	Y	Y	
GA	Writing Assessments				Y	Y	
HI	Credit by Examination (CbyE)						
HI	Stanford Achievement Test 8th Edition				Y	Y	
HI	Test of Essential Competencies (HSTEC)						
IA	No assessments						
ID	Direct Mathematics Assessment						
ID	Direct Writing Assessment				Y	Y	Y
ID	Standardized Testing ITBS & TAP			Y	Y	Y	Y
IL	IL Goal Assessment Program (IGAP)	Y		Y	Y	Y	Y
IN	Statewide Assessment			Y	Y	Y	
KS	KS Assessment Program	Y	Y	Y	Y	Y	Y
KY	KIRIS On Demand			Y	Y	Y	Y

Part 3.6.3B What kind of summaries of results were received at the *school district* level?

ST	Program Component	Student	Classroom	Grade	School	District	State
KY	National Referenced Assessment			Y	Y	Y	Y
KY	Open Response Questions			Y	Y	Y	Y
KY	Portfolio Assessment			Y	Y	Y	Y
LA	Grade 3, 5, and 7 Criterion-Referenced Test						
LA	Kindergarten Develop. Readiness Screen. Prog.						
LA	LA Graduation Exit Examination						
LA	Norm-Referenced Testing						
MA	Iowa Tests of Basic Skills					Y	Y
MA	Iowa Tests of Educational Development					Y	Y
MA	Massachusetts Comprehensive Assessment System						
MD	MD Functional Testing Program	Y	Y	Y	Y	Y	Y
MD	MD School Perf. Assessment Program (MSPAP)	Y		Y	Y	Y	Y
ME	State Tests	Y					
MI	Grade 4 and 7 Reading and Mathematics	Y	Y	Y	Y	Y	Y
MI	Grade 5 and 8 Science	Y	Y	Y	Y	Y	Y
MI	MI High School Proficiency Test	Y	Y	Y	Y	Y	Y
MN	Basic Standards	U		Y	Y	Y	Y
MO	MO Mastery and Achievement Test (MMAT)				Y	Y	Y
MO	Missouri Assessment Program (MAP)				Y	Y	Y
MS	Functional Literacy Examination (FLE)	Y			Y	Y	
MS	Norm-Referenced Testing		Y	Y	Y	Y	
MS	Subject Area Testing Program (SATP)				Y	Y	Y
MT	Student Assessment Requirement			Y	Y		Y
NC	Competency Testing			Y	Y	Y	Y
NC	NC Testing Program	Y	Y	Y	Y	Y	Y
NC	Norm-Referenced Testing						
ND	Norm-referenced Testing	Y	Y	Y	Y	Y	Y
NE	No assessments						
NH	NH Ed. Improvement and Assessment Program	Y		Y	Y	Y	Y
NJ	Grade 11 High School Proficiency Test			Y	Y	Y	Y
NJ	Grade 8 Early Warning Test			Y	Y	Y	Y
NM	New Mexico Achievement Assessment			Y	Y	Y	
NM	New Mexico High School Competency Exam			Y	Y	Y	
NM	Portfolio Writing Assessment			Y	Y		

Part 3.6.3B What kind of summaries of results were received at the *school district* level?

ST	Program Component	Student	Classroom	Grade	School	District	State
NM	Reading Assessment for Grades 1 and 2						
NV	High School Proficiency Examination Program		Y	Y	Y	Y	Y
NV	Norm-Referenced Testing				Y	Y	
NV	Writing Proficiency Examination-Grade 8			Y	Y	Y	Y
NY	Occupational Education Proficiency Examinations						
NY	Preliminary Competency Tests						
NY	Program Evaluation Tests						
NY	Pupil Evaluation Program Tests						
NY	Regents Competency Tests						
NY	Regents Examination Programs						
NY	Second Language Proficiency Examinations						
OH	Fourth-Grade Proficiency Testing		Y	Y	Y	Y	Y
OH	Ninth-Grade Proficiency Testing			Y	Y	Y	Y
OH	Sixth-Grade Proficiency Testing		Y	Y	Y	Y	Y
OH	Twelfth-Grade Proficiency Testing			Y	Y	Y	Y
OK	Norm-Referenced Test - Iowa Test of Basic Skills			Y	Y	Y	
OK	Oklahoma Core Curriculum Tests (CRTs)				Y	Y	
OR	Reading, Writing and Mathematics Assessment				Y	Y	Y
PA	Reading and Mathematics Assessment	Y		Y	Y	Y	Y
PA	Writing Assessment			Y	Y	Y	Y
RI	Health Performance Assessment				Y	Y	Y
RI	Mathematics Performance Assessment				Y	Y	Y
RI	Norm-Referenced-MAT, 7	Y		Y	Y	Y	
RI	Writing Performance Assessment	Y	Y	Y	Y	Y	Y
SC	Basic Skills Assessment Program	Y	Y	Y	Y	Y	Y
SC	Norm-Referenced Testing	Y	Y	Y	Y	Y	Y
SD	Norm-referenced	Y	Y	Y	Y	Y	Y
TN	TCAP Achievement Test-CRT						
TN	TCAP Achievement Test-NRT			Y	Y	Y	Y
TN	TCAP Competency Test				Y	Y	Y
TN	TCAP Writing Assessment				Y	Y	Y
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course test	Y		Y	Y	Y	
UT	Core Assessment CRT Program	Y		Y	Y	Y	Y
UT	Core Curriculum Testing (Perf. Assessment)						
UT	Norm-Referenced Testing	Y		Y	Y	Y	Y

Part 3.6.3B What kind of summaries of results were received at the *school district* level?

ST	Program Component	Student	Classroom	Grade	School	District	State
VA	Literacy Passport Test (LPT)			Y	Y	Y	Y
VA	Virginia Student Assessment Program (VSAP-NRT)			Y	Y	Y	Y
VT	New Standards ELA			Y	Y	Y	Y
VT	Portfolio Assessment						Y
WA	Norm Reference			Y	Y	Y	
WI	WRCT at Grade 3			Y	Y	Y	Y
WI	WSAS Knowledge & Concepts			Y	Y	Y	Y
WV	Norm-Referenced Testing	Y	Y	Y	Y	Y	
WV	Writing Assessment	Y	Y	Y	Y	Y	
WY	WY Assessment Program						

Part 3.6.3C What kind of summaries of results were received at the *SEA* level?

ST	Program Component	Student	Classroom	Grade	School	District	State
AK	AK Writing Assessment	Y	Y		Y	Y	Y
AK	Norm-Referenced Testing			Y	Y	Y	
AL	Alabama Direct Assessment of Writing				Y		
AL	Basic Competency Test, Grade 9						
AL	Exit Exam					Y	
AL	Math End-of-Course Test					Y	
AL	Stanford Achievement Test			Y	Y	Y	Y
AR	Criterion Referenced Test				Y	Y	Y
AR	Stanford Achievement Test, Ninth Edition						
AZ	NRT - Stanford 9			Y	Y	Y	Y
CA	Assessments in Career Education (ACE)						
CA	Golden State Exams						Y
CO	Reading and Writing				Y	Y	Y
CT	CT Academic Performance Test (CAPT)			Y	Y	Y	Y
CT	CT Mastery Test (CMT)			Y	Y	Y	Y
DE	Writing Assessment			Y	Y	Y	Y
FL	FL Writing Assessment Program	Y			Y	Y	Y
FL	High School Competency Test (HSCT)	Y			Y	Y	Y
GA	GA High School Graduation Tests (GHSGT)				Y	Y	Y
GA	GA Kindergarten Assessment Program (GKAP)			Y	Y	Y	
GA	Norm-Referenced Testing			Y	Y	Y	
GA	Writing Assessments				Y	Y	Y
HI	Credit by Examination (CbyE)				Y		
HI	Stanford Achievement Test 8th Edition				Y	Y	
HI	Test of Essential Competencies (HSTEC)				Y		
IA	No assessments						
ID	Direct Mathematics Assessment						
ID	Direct Writing Assessment					Y	Y
ID	Standardized Testing ITBS & TAP						Y
IL	IL Goal Assessment Program (IGAP)			Y	Y	Y	Y
IN	Statewide Assessment					Y	Y
KS	KS Assessment Program				Y	Y	Y
KY	KIRIS On Demand			Y	Y	Y	Y
KY	National Referenced Assessment			Y	Y	Y	Y

Part 3.6.3C What kind of summaries of results were received at the *SEA* level?

ST	Program Component	Student	Classroom	Grade	School	District	State
KY	Open Response Questions			Y	Y	Y	Y
KY	Portfolio Assessment			Y	Y	Y	Y
LA	Grade 3, 5, and 7 Criterion-Referenced Test						
LA	Kindergarten Develop. Readiness Screen. Prog.						
LA	LA Graduation Exit Examination						
LA	Norm-Referenced Testing						
MA	Iowa Tests of Basic Skills						
MA	Iowa Tests of Educational Development						
MA	Massachusetts Comprehensive Assessment System						
MD	MD Functional Testing Program	Y	Y	Y	Y	Y	Y
MD	MD School Perf. Assessment Program (MSPAP)	Y		Y	Y	Y	Y
ME	State Tests						
MI	Grade 4 and 7 Reading and Mathematics			Y	Y	Y	Y
MI	Grade 5 and 8 Science			Y	Y	Y	Y
MI	MI High School Proficiency Test			Y	Y	Y	Y
MN	Basic Standards			Y	Y	Y	Y
MO	MO Mastery and Achievement Test (MMAT)						
MO	Missouri Assessment Program (MAP)						
MS	Functional Literacy Examination (FLE)				Y	Y	Y
MS	Norm-Referenced Testing			Y	Y	Y	
MS	Subject Area Testing Program (SATP)				Y	Y	Y
MT	Student Assessment Requirement			Y	Y		Y
NC	Competency Testing			Y		Y	Y
NC	NC Testing Program	Y	Y	Y	Y	Y	Y
NC	Norm-Referenced Testing			Y			Y
ND	Norm-referenced Testing			Y		Y	Y
NE	No assessments						
NH	NH Ed. Improvement and Assessment Program			Y	Y	Y	Y
NJ	Grade 11 High School Proficiency Test			Y	Y	Y	Y
NJ	Grade 8 Early Warning Test			Y	Y	Y	Y
NM	New Mexico Achievement Assessment					Y	Y
NM	New Mexico High School Competency Exam					Y	Y
NM	Portfolio Writing Assessment				Y	Y	Y
NM	Reading Assessment for Grades 1 and 2						

Part 3.6.3C What kind of summaries of results were received at the *SEA* level?

ST	Program Component	Student	Classroom	Grade	School	District	State
NV	High School Proficiency Examination Program				Y	Y	Y
NV	Norm-Referenced Testing				Y	Y	
NV	Writing Proficiency Examination-Grade 8				Y	Y	Y
NY	Occupational Education Proficiency Examinations						
NY	Preliminary Competency Tests						
NY	Program Evaluation Tests						
NY	Pupil Evaluation Program Tests						
NY	Regents Competency Tests						
NY	Regents Examination Programs						
NY	Second Language Proficiency Examinations						
OH	Fourth-Grade Proficiency Testing			Y		Y	Y
OH	Ninth-Grade Proficiency Testing			Y		Y	Y
OH	Sixth-Grade Proficiency Testing			Y		Y	Y
OH	Twelfth-Grade Proficiency Testing			Y		Y	Y
OK	Norm-Referenced Test - Iowa Test of Basic Skills			Y	Y	Y	Y
OK	Oklahoma Core Curriculum Tests (CRTs)				Y	Y	Y
OR	Reading, Writing and Mathematics Assessment				Y	Y	Y
PA	Reading and Mathematics Assessment			Y	Y	Y	Y
PA	Writing Assessment			Y	Y	Y	Y
RI	Health Performance Assessment				Y	Y	Y
RI	Mathematics Performance Assessment				Y	Y	Y
RI	Norm-Referenced-MAT, 7			Y	Y	Y	Y
RI	Writing Performance Assessment	Y	Y	Y	Y	Y	Y
SC	Basic Skills Assessment Program		Y	Y	Y	Y	Y
SC	Norm-Referenced Testing			Y	Y	Y	Y
SD	Norm-referenced			Y	Y	Y	Y
TN	TCAP Achievement Test-CRT					Y	
TN	TCAP Achievement Test-NRT			Y	Y	Y	Y
TN	TCAP Competency Test				Y	Y	Y
TN	TCAP Writing Assessment				Y	Y	Y
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-Course test			Y	Y	Y	Y
UT	Core Assessment CRT Program						Y
UT	Core Curriculum Testing (Perf. Assessment)						
UT	Norm-Referenced Testing	Y		Y	Y	Y	Y
VA	Literacy Passport Test (LPT)			Y	Y	Y	Y

Part 3.6.3C What kind of summaries of results were received at the *SEA* level?

ST	Program Component	Student	Classroom	Grade	School	District	State
VA	Virginia Student Assessment Program (VSAP-NRT)			Y	Y	Y	Y
VT	New Standards ELA			Y	Y	Y	Y
VT	Portfolio Assessment						Y
WA	Norm Reference					Y	Y
WI	WRCT at Grade 3			Y	Y	Y	Y
WI	WSAS Knowledge & Concepts					Y	Y
WV	Norm-Referenced Testing			Y	Y	Y	Y
WV	Writing Assessment			Y	Y	Y	Y
WY	WY Assessment Program			Y	Y	Y	Y

Part 3.6.4A How are the data produced by this assessment disaggregated for reporting to schools?

ST	Program Component	Gender	Race	FrRL	T1E	ParEd	StIEP	LanSt	MigSt
AK	AK Writing Assessment				Y		Y		
AK	Norm-Referenced Testing	Y	Y						
AL	Alabama Direct Assessment of Writing								
AL	Basic Competency Test, Grade 9								
AL	Exit Exam								
AL	Math End-of-Course Test								
AL	Stanford Achievement Test								
AR	Criterion Referenced Test	Y	Y		Y				
AR	Stanford Achievement Test, Ninth Edition	Y	Y		Y		Y		
AZ	NRT - Stanford 9	Y	Y					Y	
CA	Assessments in Career Education (ACE)								
CA	Golden State Exams								
CO	Reading and Writing	Y	Y		Y		Y		
CT	CT Academic Performance Test (CAPT)	Y	Y	Y			Y	Y	Y
CT	CT Mastery Test (CMT)	Y	Y	Y			Y	Y	Y
DE	Writing Assessment								
FL	FL Writing Assessment Program	Y	Y					Y	
FL	High School Competency Test (HSCT)	Y	Y					Y	
GA	GA High School Graduation Tests (GHSGT)			Y					
GA	GA Kindergarten Assessment Program (GKAP)								
GA	Norm-Referenced Testing			Y					
GA	Writing Assessments	Y	Y				Y		
HI	Credit by Examination (CbyE)								
HI	Stanford Achievement Test 8th Edition								
HI	Test of Essential Competencies (HSTEC)								
IA	No assessments								
ID	Direct Mathematics Assessment								
ID	Direct Writing Assessment								
ID	Standardized Testing ITBS & TAP								
IL	IL Goal Assessment Program (IGAP)								

Gender = Gender
Race = Race
FrRL = Free or reduced lunch
T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LanSt = Language status
MigSt = Migrant status

Part 3.6.4A How are the data produced by this assessment disaggregated for reporting to schools?

ST	Program Component	Gender	Race	FrRL	T1E	ParEd	StIEP	LanSt	MigSt
IN	Statewide Assessment						Y		
KS	KS Assessment Program	Y	Y	Y	Y		Y		
KY	KIRIS On Demand	Y	Y		Y		Y	Y	Y
KY	National Referenced Assessment								
KY	Open Response Questions	Y	Y		Y		Y	Y	Y
KY	Portfolio Assessment	Y	Y		Y		Y	Y	Y
LA	Grade 3, 5, and 7 Criterion-Referenced Test								
LA	Kindergarten Develop. Readiness Screen. Prog.								
LA	LA Graduation Exit Examination								
LA	Norm-Referenced Testing								
MA	Iowa Tests of Basic Skills							Y	
MA	Iowa Tests of Educational Development								
MA	Massachusetts Comprehensive Assessment System								
MD	MD Functional Testing Program	Y	Y						
MD	MD School Perf. Assessment Program (MSPAP)	Y	Y						
ME	State Tests	Y	Y	Y	Y	Y	Y	Y	Y
MI	Grade 4 and 7 Reading and Mathematics	Y	Y						
MI	Grade 5 and 8 Science	Y	Y						
MI	MI High School Proficiency Test	Y	Y						
MN	Basic Standards								
MO	MO Mastery and Achievement Test (MMAT)	Y	Y		Y		Y		Y
MO	Missouri Assessment Program (MAP)	Y	Y		Y		Y		Y
MS	Functional Literacy Examination (FLE)								
MS	Norm-Referenced Testing								
MS	Subject Area Testing Program (SATP)								
MT	Student Assessment Requirement								
NC	Competency Testing	Y	Y				Y		
NC	NC Testing Program	Y	Y		Y	Y	Y	Y	Y
NC	Norm-Referenced Testing								
ND	Norm-referenced Testing	Y	Y		Y		Y	Y	

Gender = Gender
Race = Race
FrRL = Free or reduced lunch

T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP

LanSt = Language status
MigSt = Migrant status

Part 3.6.4A How are the data produced by this assessment disaggregated for reporting to schools?

ST	Program Component	Gender	Race	FrRL	T1E	ParEd	StIEP	LanSt	MigSt
NE	No assessments								
NH	NH Ed. Improvement and Assessment Program	Y			Y		Y	Y	
NJ	Grade 11 High School Proficiency Test								
NJ	Grade 8 Early Warning Test								
NM	New Mexico Achievement Assessment	Y	Y	Y	Y		Y		
NM	New Mexico High School Competency Exam	Y	Y		Y		Y		
NM	Portfolio Writing Assessment	Y	Y				Y		
NM	Reading Assessment for Grades 1 and 2								
NV	High School Proficiency Examination Program								
NV	Norm-Referenced Testing								
NV	Writing Proficiency Examination-Grade 8								
NY	Occupational Education Proficiency Examinations								
NY	Preliminary Competency Tests								
NY	Program Evaluation Tests								
NY	Pupil Evaluation Program Tests								
NY	Regents Competency Tests								
NY	Regents Examination Programs								
NY	Second Language Proficiency Examinations								
OH	Fourth-Grade Proficiency Testing	Y	Y						
OH	Ninth-Grade Proficiency Testing	Y	Y						
OH	Sixth-Grade Proficiency Testing	Y	Y						
OH	Twelfth-Grade Proficiency Testing	Y	Y						
OK	Norm-Referenced Test - Iowa Test of Basic Skills								
OK	Oklahoma Core Curriculum Tests (CRTs)								
OR	Reading, Writing and Mathematics Assessment	Y	Y					Y	Y
PA	Reading and Mathematics Assessment								
PA	Writing Assessment								
RI	Health Performance Assessment	Y	Y		Y	Y	Y	Y	
RI	Mathematics Performance Assessment	Y	Y		Y	Y	Y	Y	
RI	Norm-Referenced-MAT, 7		Y				Y	Y	
RI	Writing Performance Assessment		Y				Y	Y	
SC	Basic Skills Assessment Program	Y	Y	Y	Y		Y		

Gender = Gender
Race = Race
FrRL = Free or reduced lunch
T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LanSt = Language status
MigSt = Migrant status

Part 3.6.4A How are the data produced by this assessment disaggregated for reporting to schools?

ST	Program Component	Gender	Race	FrRL	T1E	ParEd	StIEP	LanSt	MigSt
SC	Norm-Referenced Testing	Y	Y	Y	Y		Y		
SD	Norm-referenced								
TN	TCAP Achievement Test-CRT								
TN	TCAP Achievement Test-NRT								
TN	TCAP Competency Test								
TN	TCAP Writing Assessment								
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-course test	Y	Y	Y	Y		Y	Y	Y
UT	Core Assessment CRT Program								
UT	Core Curriculum Testing (Perf. Assessment)								
UT	Norm-Referenced Testing								
VA	Literacy Passport Test (LPT)	Y	Y						
VA	Virginia Student Assessment Program (VSAP-NRT)	Y	Y						
VT	New Standards ELA	Y							
VT	Portfolio Assessment								
WA	Norm Reference	Y	Y			Y		Y	Y
WI	WRCT at Grade 3	Y	Y						
WI	WSAS Knowledge & Concepts	Y	Y				Y	Y	
WV	Norm-Referenced Testing								
WV	Writing Assessment								
WY	WY Assessment Program								

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Race = Race
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T1E = Title I eligible
ParEd = Parental education status
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LanSt = Language status
MigSt = Migrant status

Part 3.6.4B How are the data produced by this assessment disaggregated for reporting to districts?

ST	Program Component	Gender	Race	FrRL	T1E	ParEd	StIEP	LanSt	MigSt
AK	AK Writing Assessment				Y		Y		
AK	Norm-Referenced Testing	Y	Y						
AL	Alabama Direct Assessment of Writing								
AL	Basic Competency Test, Grade 9								
AL	Exit Exam								
AL	Math End-of-Course Test								
AL	Stanford Achievement Test								
AR	Criterion Referenced Test	Y	Y		Y				
AR	Stanford Achievement Test, Ninth Edition	Y	Y		Y		Y		
AZ	NRT - Stanford 9	Y	Y					Y	
CA	Assessments in Career Education (ACE)								
CA	Golden State Exams								
CO	Reading and Writing	Y	Y		Y		Y		
CT	CT Academic Performance Test (CAPT)	Y	Y	Y			Y	Y	Y
CT	CT Mastery Test (CMT)	Y	Y	Y			Y	Y	Y
DE	Writing Assessment								
FL	FL Writing Assessment Program	Y	Y					Y	
FL	High School Competency Test (HSCT)	Y	Y					Y	
GA	GA High School Graduation Tests (GHSGT)			Y					
GA	GA Kindergarten Assessment Program (GKAP)								
GA	Norm-Referenced Testing			Y					
GA	Writing Assessments	Y	Y				Y		
HI	Credit by Examination (CbyE)								
HI	Stanford Achievement Test 8th Edition								
HI	Test of Essential Competencies (HSTEC)								
IA	No assessments								
ID	Direct Mathematics Assessment								
ID	Direct Writing Assessment								
ID	Standardized Testing ITBS & TAP								
IL	IL Goal Assessment Program (IGAP)								

Gender = Gender
Race = Race
FrRL = Free or reduced lunch
T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LanSt = Language status
MigSt = Migrant status

Part 3.6.4B How are the data produced by this assessment disaggregated for reporting to districts?

ST	Program Component	Gender	Race	FrRL	T1E	ParEd	StIEP	LanSt	MigSt
IN	Statewide Assessment						Y		
KS	KS Assessment Program	Y	Y	Y	Y		Y		
KY	KIRIS On Demand	Y	Y		Y		Y	Y	Y
KY	National Referenced Assessment								
KY	Open Response Questions	Y	Y		Y		Y	Y	Y
KY	Portfolio Assessment	Y	Y		Y		Y	Y	Y
LA	Grade 3, 5, and 7 Criterion-Referenced Test								
LA	Kindergarten Develop. Readiness Screen. Prog.								
LA	LA Graduation Exit Examination								
LA	Norm-Referenced Testing								
MA	Iowa Tests of Basic Skills							Y	
MA	Iowa Tests of Educational Development								
MA	Massachusetts Comprehensive Assessment System								
MD	MD Functional Testing Program	Y	Y						
MD	MD School Perf. Assessment Program (MSPAP)	Y	Y						
ME	State Tests	Y	Y	Y	Y	Y	Y	Y	Y
MI	Grade 4 and 7 Reading and Mathematics	Y	Y						
MI	Grade 5 and 8 Science	Y	Y						
MI	MI High School Proficiency Test	Y	Y						
MN	Basic Standards								
MO	MO Mastery and Achievement Test (MMAT)	Y	Y		Y		Y		Y
MO	Missouri Assessment Program (MAP)	Y	Y		Y		Y		Y
MS	Functional Literacy Examination (FLE)								
MS	Norm-Referenced Testing								
MS	Subject Area Testing Program (SATP)								
MT	Student Assessment Requirement								
NC	Competency Testing	Y	Y				Y		
NC	NC Testing Program	Y	Y		Y	Y	Y	Y	Y
NC	Norm-Referenced Testing								
ND	Norm-referenced Testing	Y	Y		Y		Y	Y	

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Race = Race
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T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP

LanSt = Language status
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Part 3.6.4B How are the data produced by this assessment disaggregated for reporting to districts?

ST	Program Component	Gender	Race	FrRL	T1E	ParEd	StIEP	LanSt	MigSt
NE	No assessments								
NH	NH Ed. Improvement and Assessment Program	Y			Y		Y	Y	
NJ	Grade 11 High School Proficiency Test								
NJ	Grade 8 Early Warning Test								
NM	New Mexico Achievement Assessment	Y	Y	Y	Y		Y		
NM	New Mexico High School Competency Exam	Y	Y		Y		Y		
NM	Portfolio Writing Assessment	Y	Y				Y		
NM	Reading Assessment for Grades 1 and 2		L	L	L	L	L	L	L
NV	High School Proficiency Examination Program								
NV	Norm-Referenced Testing								
NV	Writing Proficiency Examination-Grade 8								
NY	Occupational Education Proficiency Examinations								
NY	Preliminary Competency Tests								
NY	Program Evaluation Tests								
NY	Pupil Evaluation Program Tests								
NY	Regents Competency Tests								
NY	Regents Examination Programs								
NY	Second Language Proficiency Examinations								
OH	Fourth-Grade Proficiency Testing	Y	Y						
OH	Ninth-Grade Proficiency Testing	Y	Y						
OH	Sixth-Grade Proficiency Testing	Y	Y						
OH	Twelfth-Grade Proficiency Testing	Y	Y						
OK	Norm-Referenced Test - Iowa Test of Basic Skills								
OK	Oklahoma Core Curriculum Tests (CRTs)								
OR	Reading, Writing and Mathematics Assessment	Y	Y					Y	Y
PA	Reading and Mathematics Assessment								
PA	Writing Assessment								
RI	Health Performance Assessment	Y	Y		Y	Y	Y	Y	
RI	Mathematics Performance Assessment	Y	Y		Y	Y	Y	Y	
RI	Norm-Referenced-MAT, 7		Y				Y	Y	
RI	Writing Performance Assessment		Y				Y	Y	

Gender = Gender
Race = Race
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ParEd = Parental education status
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LanSt = Language status
MigSt = Migrant status

Part 3.6.4B How are the data produced by this assessment disaggregated for reporting to districts?

ST	Program Component	Gender	Race	FrRL	T1E	ParEd	StIEP	LanSt	MigSt
SC	Basic Skills Assessment Program	Y	Y	Y	Y		Y		
SC	Norm-Referenced Testing	Y	Y	Y	Y		Y		
SD	Norm-referenced								
TN	TCAP Achievement Test-CRT								
TN	TCAP Achievement Test-NRT								
TN	TCAP Competency Test								
TN	TCAP Writing Assessment								
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-course test	Y	Y	Y	Y		Y	Y	Y
UT	Core Assessment CRT Program								
UT	Core Curriculum Testing (Perf. Assessment)								
UT	Norm-Referenced Testing								
VA	Literacy Passport Test (LPT)	Y	Y				Y	Y	
VA	Virginia Student Assessment Program (VSAP-NRT)	Y	Y						
VT	New Standards ELA	Y							
VT	Portfolio Assessment								
WA	Norm Reference	Y	Y			Y		Y	Y
WI	WRCT at Grade 3	Y	Y						
WI	WSAS Knowledge & Concepts	Y	Y						
WV	Norm-Referenced Testing								
WV	Writing Assessment								
WY	WY Assessment Program								

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Part 3.6.4C How are the data produced by this assessment disaggregated for reporting to the SEA?

ST	Program Component	Gender	Race	FrRL	T1E	ParEd	StIEP	LanSt	MigSt
AK	AK Writing Assessment				Y		Y		
AK	Norm-Referenced Testing	Y	Y	Y	Y		Y	Y	
AL	Alabama Direct Assessment of Writing								
AL	Basic Competency Test, Grade 9								
AL	Exit Exam	Y	Y	Y	Y				
AL	Math End-of-Course Test	Y	Y	Y	Y		Y		Y
AL	Stanford Achievement Test						Y		
AR	Criterion Referenced Test	Y	Y		Y				
AR	Stanford Achievement Test, Ninth Edition	Y	Y						
AZ	NRT - Stanford 9	Y	Y					Y	
CA	Assessments in Career Education (ACE)								
CA	Golden State Exams								
CO	Reading and Writing	Y	Y		Y		Y		
CT	CT Academic Performance Test (CAPT)	Y	Y	Y			Y	Y	Y
CT	CT Mastery Test (CMT)	Y	Y	Y			Y	Y	Y
DE	Writing Assessment	Y	Y						
FL	FL Writing Assessment Program	Y	Y					Y	
FL	High School Competency Test (HSCT)	Y	Y					Y	
GA	GA High School Graduation Tests (GHSGT)			Y					
GA	GA Kindergarten Assessment Program (GKAP)								
GA	Norm-Referenced Testing			Y					
GA	Writing Assessments	Y	Y	Y	Y		Y		
HI	Credit by Examination (CbyE)								
HI	Stanford Achievement Test 8th Edition								
HI	Test of Essential Competencies (HSTEC)								
IA	No assessments								
ID	Direct Mathematics Assessment								
ID	Direct Writing Assessment								
ID	Standardized Testing ITBS & TAP								
IL	IL Goal Assessment Program (IGAP)								
IN	Statewide Assessment						Y		

Gender = Gender
Race = Race
FrRL = Free or reduced lunch

T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP

LanSt = Language status
MigSt = Migrant status

Part 3.6.4C How are the data produced by this assessment disaggregated for reporting to the SEA?

ST	Program Component	Gender	Race	FrRL	T1E	ParEd	StIEP	LanSt	MigSt
KS	KS Assessment Program	Y	Y	Y	Y		Y		
KY	KIRIS On Demand	Y	Y		Y		Y	Y	Y
KY	National Referenced Assessment								
KY	Open Response Questions	Y	Y		Y		Y	Y	Y
KY	Portfolio Assessment	Y	Y		Y		Y	Y	Y
LA	Grade 3, 5, and 7 Criterion-Referenced Test								
LA	Kindergarten Develop. Readiness Screen. Prog.								
LA	LA Graduation Exit Examination								
LA	Norm-Referenced Testing								
MA	Iowa Tests of Basic Skills							Y	
MA	Iowa Tests of Educational Development								
MA	Massachusetts Comprehensive Assessment System								
MD	MD Functional Testing Program	Y	Y						
MD	MD School Perf. Assessment Program (MSPAP)	Y	Y						
ME	State Tests	Y	Y	Y	Y	Y	Y	Y	Y
MI	Grade 4 and 7 Reading and Mathematics	Y	Y						
MI	Grade 5 and 8 Science	Y	Y						
MI	MI High School Proficiency Test	Y	Y						
MN	Basic Standards								
MO	MO Mastery and Achievement Test (MMAT)	Y	Y		Y		Y		Y
MO	Missouri Assessment Program (MAP)	Y	Y		Y		Y		Y
MS	Functional Literacy Examination (FLE)								
MS	Norm-Referenced Testing								
MS	Subject Area Testing Program (SATP)								
MT	Student Assessment Requirement								
NC	Competency Testing	Y	Y				Y		
NC	NC Testing Program	Y	Y		Y	Y	Y	Y	Y
NC	Norm-Referenced Testing	Y	Y			Y	Y	Y	
ND	Norm-referenced Testing	Y	Y		Y		Y	Y	
NE	No assessments								
NH	NH Ed. Improvement and Assessment Program	Y			Y		Y	Y	

Gender = Gender
Race = Race
FrRL = Free or reduced lunch

T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP

LanSt = Language status
MigSt = Migrant status

Part 3.6.4C How are the data produced by this assessment disaggregated for reporting to the SEA?

ST	Program Component	Gender	Race	FrRL	T1E	ParEd	StIEP	LanSt	MigSt
NJ	Grade 11 High School Proficiency Test						Y	Y	
NJ	Grade 8 Early Warning Test						Y	Y	
NM	New Mexico Achievement Assessment	Y	Y				Y		
NM	New Mexico High School Competency Exam	Y	Y		Y		Y		
NM	Portfolio Writing Assessment	Y	Y				Y		
NM	Reading Assessment for Grades 1 and 2								
NV	High School Proficiency Examination Program								
NV	Norm-Referenced Testing								
NV	Writing Proficiency Examination-Grade 8	Y	Y	Y	Y		Y	Y	Y
NY	Occupational Education Proficiency Examinations								
NY	Preliminary Competency Tests								
NY	Program Evaluation Tests								
NY	Pupil Evaluation Program Tests								
NY	Regents Competency Tests								
NY	Regents Examination Programs								
NY	Second Language Proficiency Examinations								
OH	Fourth-Grade Proficiency Testing	Y	Y		Y		Y	Y	
OH	Ninth-Grade Proficiency Testing	Y	Y		Y		Y	Y	
OH	Sixth-Grade Proficiency Testing	Y	Y		Y		Y	Y	
OH	Twelfth-Grade Proficiency Testing	Y	Y		Y		Y	Y	
OK	Norm-Referenced Test - Iowa Test of Basic Skills								
OK	Oklahoma Core Curriculum Tests (CRTs)								
OR	Reading, Writing and Mathematics Assessment	Y	Y					Y	Y
PA	Reading and Mathematics Assessment	Y	Y	Y	Y	Y	Y	Y	Y
PA	Writing Assessment	Y	Y	Y	Y	Y	Y	Y	Y
RI	Health Performance Assessment	Y	Y	Y	Y	Y	Y	Y	
RI	Mathematics Performance Assessment	Y	Y		Y	Y	Y	Y	
RI	Norm-Referenced-MAT, 7		Y				Y	Y	
RI	Writing Performance Assessment		Y				Y	Y	
SC	Basic Skills Assessment Program	Y	Y	Y	Y		Y		
SC	Norm-Referenced Testing	Y	Y	Y	Y		Y		
SD	Norm-referenced	Y	Y		Y		Y	Y	Y
TN	TCAP Achievement Test-CRT								

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LanSt = Language status
MigSt = Migrant status

Part 3.6.4C How are the data produced by this assessment disaggregated for reporting to the SEA?

ST	Program Component	Gender	Race	FrRL	T1E	ParEd	StIEP	LanSt	MigSt
TN	TCAP Achievement Test-NRT			Y					
TN	TCAP Competency Test								
TN	TCAP Writing Assessment								
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-course test	Y	Y	Y	Y		Y	Y	Y
UT	Core Assessment CRT Program								
UT	Core Curriculum Testing (Perf. Assessment)								
UT	Norm-Referenced Testing	Y	Y						
VA	Literacy Passport Test (LPT)	Y	Y				Y	Y	
VA	Virginia Student Assessment Program (VSAP-NRT)	Y	Y						
VT	New Standards ELA	Y							
VT	Portfolio Assessment								
WA	Norm Reference	Y	Y			Y		Y	Y
WI	WRCT at Grade 3	Y	Y						
WI	WSAS Knowledge & Concepts	Y	Y						
WV	Norm-Referenced Testing								
WV	Writing Assessment								
WY	WY Assessment Program	Y		Y			Y	Y	

Gender = Gender
Race = Race
FrRL = Free or reduced lunch
T1E = Title I eligible
ParEd = Parental education status
StIEP = Students with an IEP
LanSt = Language status
MigSt = Migrant status

Part 3.6.5 Do you report individual student results to parents in languages other than English?
If "Yes," in what other languages?

ST	Program Component	Response	Languages
AK	AK Writing Assessment	N	
AK	Norm-Referenced Testing	N	
AL	Alabama Direct Assessment of Writing	N	
AL	Basic Competency Test, Grade 9		
AL	Exit Exam	N	
AL	Math End-of-Course Test	N	
AL	Stanford Achievement Test	N	
AR	Criterion Referenced Test	N	
AR	Stanford Achievement Test, Ninth Edition	N	
AZ	NRT - Stanford 9	Y	Spanish (and SOME Navajo)
CA	Assessments in Career Education (ACE)	NA	
CA	Golden State Exams	NA	
CO	Reading and Writing	Y	Spanish.
CT	CT Academic Performance Test (CAPT)	N	
CT	CT Mastery Test (CMT)	N	
DE	Writing Assessment	N	
FL	FL Writing Assessment Program	Y	Spanish
FL	High School Competency Test (HSCT)	Y	Spanish
GA	GA High School Graduation Tests (GHSGT)	N	
GA	GA Kindergarten Assessment Program (GKAP)	N	
GA	Norm-Referenced Testing	N	
GA	Writing Assessments	N	
HI	Credit by Examination (CbyE)	N	
HI	Stanford Achievement Test 8th Edition	N	
HI	Test of Essential Competencies (HSTEC)	N	
IA	No assessments		
ID	Direct Mathematics Assessment	N	
ID	Direct Writing Assessment	N	
ID	Standardized Testing ITBS & TAP	N	
IL	IL Goal Assessment Program	N	
IN	Statewide Assessment	N	
KS	KS Assessment Program	N	

Part 3.6.5 Do you report individual student results to parents in languages other than English? If "Yes," in what other languages?

ST	Program Component	Response	Languages
KY	KIRIS On Demand	N	
KY	National Referenced Assessment	N	
KY	Open Response Questions	N	
KY	Portfolio Assessment	N	
LA	Grade 3, 5, and 7 Criterion-Referenced Test	N	
LA	Kindergarten Develop. Readiness Screen. Prog	N	
LA	LA Graduation Exit Examination	N	
LA	Norm-Referenced Testing	N	
MA	Iowa Tests of Basic Skills	N	
MA	Iowa Tests of Educational Development	N	
MA	Massachusetts Comprehensive Assessment System	NA	
MD	MD Functional Testing Program		
MD	MD School Perf. Assessment Program (MSPAP)		
ME	State Tests	N	
MI	Grade 4 and 7 Reading and Mathematics	N	
MI	Grade 5 and 8 Science	N	
MI	MI High School Proficiency Test	N	
MN	Basic Standards	N	
MO	MO Mastery and Achievement Test (MMAT)	N	
MO	Missouri Assessment Program (MAP)	N	
MS	Functional Literacy Examination (FLE)	N	
MS	Norm-Referenced Testing	N	
MS	Subject Area Testing Program (SATP)	N	
MT	Student Assessment Requirement	N	
NC	Competency Testing	N	
NC	NC Testing Program	N	
NC	Norm-Referenced Testing	N	
ND	Norm-referenced Testing	N	
NE	No assessments		
NH	NH Ed. Improvement and Assessment Program	N	
NJ	Grade 11 High School Proficiency Test	N	
NJ	Grade 8 Early Warning Test	N	

Part 3.6.5 Do you report individual student results to parents in languages other than English? If "Yes," in what other languages?

ST	Program Component	Response	Languages
NM	New Mexico Achievement Assessment	Y	
NM	New Mexico High School Competency Exam	Y	Spanish
NM	Portfolio Writing Assessment	N	
NM	Reading Assessment for Grades 1 and 2		
NV	High School Proficiency Examination Program	N	
NV	Norm-Referenced Testing	N	
NV	Writing Proficiency Examination-Grade 8	N	
NY	Occupational Education Proficiency Examinations	N	
NY	Preliminary Competency Tests	N	
NY	Program Evaluation Tests	N	
NY	Pupil Evaluation Program Tests		
NY	Regents Competency Tests	N	
NY	Regents Examination Programs		
NY	Second Language Proficiency Examinations	N	
OH	Fourth-Grade Proficiency Testing	N	
OH	Ninth-Grade Proficiency Testing	N	
OH	Sixth-Grade Proficiency Testing	N	
OH	Twelfth-Grade Proficiency Testing	N	
OK	Norm-Referenced Test - Iowa Test of Basic Skills	N	
OK	Oklahoma Core Curriculum Tests (CRTs)	N	
OR	Reading, Writing and Mathematics Assessment	Y	Spanish
PA	Reading and Mathematics Assessment	N	
PA	Writing Assessment	N	
RI	Health Performance Assessment	N	
RI	Mathematics Performance Assessment	N	
RI	Norm-Referenced-MAT, 7	N	
RI	Writing Performance Assessment	N	
SC	Basic Skills Assessment Program	N	
SC	Norm-Referenced Testing	N	
SD	Norm-referenced	N	
TN	TCAP Achievement Test-CRT	N	
TN	TCAP Achievement Test-NRT	N	
TN	TCAP Competency Test	N	
TN	TCAP Writing Assessment	N	

Part 3.6.5 Do you report individual student results to parents in languages other than English? If "Yes," in what other languages?

ST	Program Component	Response	Languages
TX	TX Assessment of Academic Skills (TAAS) & TX End-of-course test	Y	Spanish
UT	Core Assessment CRT Program	N	
UT	Core Curriculum Testing (Perf. Assessment)		
UT	Norm-Referenced Testing	N	
VA	Literacy Passport Test	N	
VA	Virginia Student Assessment Program (VSAP-NRT)	N	
VT	New Standards ELA	N	
VT	Portfolio Assessment	N	
WA	Norm Reference	N	
WI	WRCT at Grade 3	N	
WI	WSAS Knowledge & Concepts	N	
WV	Norm-Referenced Testing	N	
WV	Writing Assessment		
WY	WY Assessment Program		Spanish

Totals by Component	Yes=8 No=80
Totals by State	Yes=6 No=40

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